

THE NORTH CENTRAL ASSOCIATION QUARTERLY

Volume VII CONTENTS FOR DECEMBER Number 3

ASSOCIATION NOTES AND EDITORIAL COMMENTS	253
CURRENT CRITICISMS OF THE ASSOCIATION <i>J. B. Edmonson</i>	257
THE CHALLENGE TO EDUCATION <i>Harry Woodburn Chase</i>	261
STANDARDIZATION AND ACHIEVEMENT <i>Walter A. Jessup</i>	265
ATHLETICS IN A MODERN COLLEGE <i>Irving Maurer</i>	270
REPORT OF THE COMMITTEE ON ATHLETICS <i>H. M. Gage, Chairman</i>	274
FLOOR DISCUSSIONS ON ATHLETICS	284
ATHLETICS IN SECONDARY SCHOOLS <i>E. E. Morley, Chairman, et al.</i>	287
WORK OF THE COMMITTEE ON REVISION OF STANDARDS FOR HIGHER INSTITUTIONS IN THE ASSOCIATION <i>George F. Zook</i>	291
THE WORK OF THE COMMITTEES OF THE COMMISSION ON UNIT COURSES AND CURRICULA <i>Thomas M. Deam</i>	296
CURRICULUM REVISION IN PUBLIC HIGH SCHOOLS <i>G. W. Willett</i>	298
DEVELOPING A FUNCTIONAL POINT OF VIEW <i>R. D. Lindquist</i>	304
AN EXPERIMENT IN THE PREPARATION OF HIGH SCHOOL PUPILS FOR COLLEGE . . <i>H. H. Ryan</i>	307
REPORT OF THE SUB-COMMITTEE ON ART <i>William G. Whitford, Chairman</i>	312
A CONFERENCE ON EDUCATIONAL TRENDS <i>J. B. Edmonson</i>	313
ATTENDANCE RECORD	334

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Volume VII

DECEMBER, 1932

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ASSOCIATION NOTES AND EDITORIAL COMMENTS

A MEETING of the Executive Committee of the Association was held in Chicago on Saturday, November 12, 1932. Some of the matters on which official action was taken and for which early publicity seems desirable are the following:

1. Certain changes in the order of arrangements and of procedures in connection with the Annual Meeting in March were authorized as follows: The Special Conference of the officials of the Association will be held on Tuesday, March 14, 1933; Wednesday and Thursday, March 15 and 16, will be reserved for Commission meetings; Friday and Saturday, March 17 and 18, will be devoted to General Sessions of the Association, the Banquet Session being set for Friday evening. The General Sessions were moved forward from Thursday and Friday to Friday and Saturday so as to facilitate a two-day attendance by college and secondary school administrators.

2. Vacancies in Commissions were filled as follows: (a) Mr. J. G. Masters, Principal of the Central High School, Omaha, Nebraska, elected to the Class of 1933 as a Secondary School Member, taking the place left vacant by T. J. McCormack, Principal of the LaSalle-Peru Township High School, LaSalle, Illinois; (b) President John R. Turner, West Virginia University, Morgantown, West Virginia, elected to the Class of 1933 as

a College Member, taking the place left vacant by President Cloyd Goodnight, Bethany College, Bethany, West Virginia.

3. Voted that the President and Secretary of the Association and the Chairmen of the three Commissions be appointed as the Program Committee for the Annual Meeting in 1933, with power to act.

4. Voted that the Chairman of each State Committee for the Commission on Secondary Schools be asked to select the President of one of the approved colleges in his State, and the two of them to serve as a committee to hold an annual meeting of the approved secondary schools and colleges for consideration of the North Central Association matters. It was recommended that this conference be held in connection with some existing State meeting.

5. Voted that the Executive Committee look with favor on the development of an educational exhibit at the Century of Progress to be prepared by different national and regional associations; and that the president of the Association be asked to appoint a committee to further the cooperative plans for an exhibit which would involve the Office of Education, Department of Secondary Schools, Secondary School Principals' Association, the American Council, and others.

6. Voted to accept the following statement instead of ITEM 30 of the minutes of May 21, 1932:

To authorize the State Committee to approve for 1932-33 full-year emergency assignments of the regular full-time teachers in secondary schools where a teacher is called on to teach outside her field, or fields of definite preparation, a minor fraction of a school day, when in the opinion of the State Committee this is the best temporary arrangement which can be made.

7. Voted that the Chairman of the Commission on Secondary Schools be asked to advise with the Committee on Library, concerning the proposal that the Committee make a special study of the *Report on Libraries* from the National Survey of Secondary Education, and formulate definite proposals to the Committee on Secondary Schools.

8. Voted that the Chairman of the Commission on Secondary Schools consider the work of the Committee on Standards for Higher Institutions, with a view to making a scientific study of the present standards of the Commission.

9. Voted that the Executive Committee instruct the Board of Review that, in the opinion of the Committee, it is highly desirable to insist on an annual report from the committees which are authorized to supervise the various experiments.

10. Voted that the Executive Committee express its interest and approval in the experiments proposed by Mr. Wilford Aikin, Chairman of the Commission on the Relation of School and College appointed by the Progressive Education Association, and that the Commission on Secondary Schools be encouraged to recommend that the right to experiment be granted the schools selected for co-operation with Mr. Aikin's commission. And furthermore, that the Executive Committee recommend to the Commission on Secondary Schools that the Commission cooperate with the Commission on Unit Courses and Curricula in the supervision and direction of the experiments in the participating schools.

11. Voted that a teacher already in service may be transferred to another school in the same local school system without being considered a new teacher by the Association.

12. Voted that the President of the Association be requested to represent the North Central Association at the Annual Meeting of the Association of the Middle States and Maryland.

13. Voted that Mr. Works be appointed to represent the North Central Association at the Annual Meeting of the Association of the Southern States.

INTERPRETATION OF STANDARDS

The following outline prepared by Secretary H. G. Hotz gives certain interpretations of standards that have been approved by the Commission on Secondary Schools. Mr. Hotz has formulated them as follows.

STANDARD 7a. *Academic Training of New Teachers.* Graduates of colleges not recognized by the North Central Association, in either its regular or its teacher-training list, and not recognized by any other regional accrediting agency, can be approved as new teachers of academic subjects in a North Central Association high school only in accordance with the provisions specified in the *Note* under Standard 7a.

The list of higher institutions approved by the North Central Association and the approved lists of the other regional standardizing agencies are given in the NORTH CENTRAL ASSOCIATION QUARTERLY, for June, 1932.

STANDARD 7b. *Professional Preparation of New Teachers.* The Commission will accept as professional training only those courses in education which are certified as education by the institution in which they are taken.

STANDARD 7c. *Specialization Requirements of New Teachers.* In checking up on this Standard, State Committees should scrutinize very carefully the data presented in Columns 5, 6, and 7.

1. Five semester hours of college preparation should be required of new teachers who teach a full-year subject in social science and three semester hours of college preparation should be required of those teachers who teach half-year subjects in this field.

2. The following emergency clause has been adopted by the Executive Committee. My

ruling is that "regular full-time teachers" here means "new full-time teachers of academic subjects" since any other interpretation would render this clause practically meaningless.

State Committees are authorized to approve for 1932-1933 full-year emergency assignments of regular full-time teachers in secondary schools where a teacher is called on to teach outside her field or fields of definite preparation, a minor fraction of a school day, when in the opinion of the state committee this is the best temporary arrangement which can be made. (Minutes of Executive Committee, May, 1932.)

STANDARD 7d. Emergency Appointments. An emergency teacher is a teacher appointed after the first term or semester of the school year.

STANDARD 8. Teaching Load. The Commission on Secondary Schools in session in 1933 is granted authority to waive Standard 8 for those schools which have met all other standards and which have found it impossible to meet this one standard for 1932-33.

JUNE QUARTERLY ERRATA

The attention of the Editorial Office has just been called to certain errors that appeared in connection with the statistical tables by Secretary Hotz of the Commission on Secondary Schools and appearing in the June, 1932, *QUARTERLY*. These errors are in the headings of Tables II, III, and IV and are to be found respectively on pages 77, 81, and 85 of the issue of the *QUARTERLY* mentioned. How the printer made the mistakes is an interesting question; how the office failed to note them in the proof is a stranger question. Every item in the tables themselves was checked by two clerks, but in some manner the errors in the headings escaped notice. The headings should read as follows.

For Table II, p. 77: Summary of the 1931-1932 Annual Reports—Accredited Secondary Schools Enrolling Fewer Than 200 Pupils (instead of, More Than 1000 Pupils).

For Table III, p. 81: Summary of the 1931-1932 Annual Reports—Accredited Secondary Schools Enrolling 200 to 499 Pupils.

For Table IV, p. 85: Summary of the 1931-1932 Annual Reports—Accredited Secondary Schools Enrolling 500 to 999 Pupils.

The heading for Table V, p. 89 is correct. It reads: Summary of the 1931-1932 Annual Reports—Accredited

Secondary Schools Enrolling 1000 or More Pupils.

Probably the errors noted above have caused little or no misunderstandings on the part of our readers, since on p. 66 of the June *QUARTERLY* definite directions were given for reading these tables. However, the regrets of the printer and of the Editor are herewith expressed for the mistakes.

NATIONAL SURVEY REPORTS

Due doubtless to the fact that the North Central Association was active in furthering the National Survey of Secondary Education, numerous inquiries are coming to the *QUARTERLY* Editorial Offices asking when and where the various Reports of the Survey may be secured. The following excerpts from a letter from Mr. Carl A. Jessen, of the United States Office of Education, may guide interested persons. He writes:

The monographs of the National Survey of Secondary Education will be for sale by the Superintendent of Documents, Government Printing Office, Washington, D. C.

Before the end of November we expect to have a price list available. . .

It is impossible to give anything better than a very tentative estimate as to the time of issuance of the various monographs. After another month any estimate regarding time of publication of monographs then in press will be still more likely to be in error. No one can plan definitely regarding publications during the time large amounts of printing are being called for by Congress.

RESEARCH STUDIES

The Editorial Office of the *QUARTERLY* is in receipt of a letter from Miss Bess Goodykoontz, Assistant Commissioner of Education, Washington, D.C., asking the help of the North Central Association and its member institutions in furnishing to the Office of Education copies of recently issued research studies in education. This request seems worthy of recognition by the *QUARTERLY*. Excerpts from Miss Goodykoontz's letter are given

below. Any aid that can be given the Office will be appreciated.

The Office of Education is now engaged in assembling material for the Bibliography of Research Studies in Education for 1931-1932, to include all studies completed up to September 1, 1932.

During the summer months a few universities have made their reports on these studies. At this time we are asking all those institutions and agencies which have not already reported to us to send as complete information as possible concerning research studies in education completed under their auspices during the school year 1931-1932, and data concerning studies now in progress.

You are, no doubt, aware that the library of the Office of Education is building up a loan collection of recent theses in education, both Doctors' and outstanding Masters' theses, in printed and typewritten form. These are available to students of education throughout the United States. Any contribution you can make toward this collection will be much appreciated.

The Bibliography of Research Studies in Education for 1930-1931 is now in the hands of the printer and should be ready for distribution sometime this fall.

BOOSTING THE ASSOCIATION

The following article appeared in the *Kansas Teacher* for September, 1932. It was prepared by Mr. J. E. Edgerton, Chairman of the N.C.A. Committee for the State of Kansas. The article presents the salient North Central Association facts respecting Kansas but gives also some very pertinent general information. Would it not be advantageous for Chairmen of other State Committees to follow the example of Kansas and give considerable local publicity to the activities of the Association? The article reads:

Kansas ranks high in the North Central Association, which consists of twenty middle and western states. The Association has been in existence since 1895. In all the years since its organization it has been an inspiring factor in standardizing high schools. Through its advisory actions rather than its rules and regulations, it has won the respect and admiration of all who are acquainted with its method of work. While it urges to higher standards, it has very few drastic rules. During this period of hard times it has suspended nearly all inflexible standards

and has left the enforcement of them to the judgment of the local or state administration.

The officers and workers in this Association try to avoid standards which merely hamper the schools. The required qualifications for teachers are not excessive nor are they for the mere benefit of the teachers, but seek to reach out and extend privileges and aspirations to the students in the North Central schools. On account of the reciprocity among the several standardizing agencies of the United States, the territory included with these twenty states belonging to the North Central Association practically includes all the states of the Union. There are 2475 schools belonging to the Association, 91 of which are new schools admitted at the March meeting in 1932. Kansas has now 177 schools belonging to the Association. The number is increasing at a rate of about ten new schools each year. It is a rare thing for any school to release its membership.

It is a pleasure to know that nearly every school that has ever entered the North Central Association from Kansas has maintained its high standard very willingly. In many instances the state requirement is higher than that of the North Central Association. Therefore, all our "A" class schools are eligible to North Central membership. This fall we expect applications from several "A" class schools, which have not yet joined. It is a mutual honor for the Association, the state and the local high school to live up to the high standards and to feel the stimulation that all feel in maintaining their membership in the North Central Association.

WANTED: OLD PROCEEDINGS

The Editorial Office would like to have a complete file of published reports of the North Central Association from 1895 to date. Unfortunately certain issues of the *Proceedings* for the years previous to 1926 are lacking. If any reader has such copies the Office would be glad to know about them and will pay for them. The issues that are wanted are as follows: 1901, 1903-1918 inclusive, and 1920.

The Office also is lacking copies of the *QUARTERLY* for September and December, 1926, and for March, 1929.

Readers who have any copies of the *Proceedings* or the *QUARTERLY* indicated above, and who are willing to part with them, should write the Editorial Office.

CURRENT CRITICISMS OF THE ASSOCIATION¹

J. B. EDMONSON
University of Michigan

THE policies and standards for secondary schools, as adopted by the North Central Association of Colleges and Secondary Schools, have been grossly misrepresented or misinterpreted in some quarters, with the result that a certain amount of distrust and suspicion of the Association has spread among teachers and school administrators, and especially among members of boards of education. This misrepresentation or misinterpretation has led to innumerable questions, indicating a marked lack of understanding of the standards, aims, and policies of the Association.

Some individuals are under the impression that our standards for secondary schools have been formulated by a group of college professors who are out of touch with the practical situations that confront secondary school principals. The criticism is seen to be unfounded when one considers the personnel of the Commission on Secondary Schools and notes the number of high school principals holding membership. In considering this criticism, it is also desirable to recall that the important changes that have been made in the standards in recent years have come as a result of referendum votes in which hundreds of high school principals have participated. Your attention is directed to the referendum that is provided this year on the question of requiring the Master's degree of candidates for administrative or supervisory posi-

tions in the secondary schools. I am confident that the Association will not adopt this proposal as one of its standards unless the vote of the schools indicates that it is a desirable requirement to establish.

The Association is criticized because of the common belief that a high school will forfeit its membership in the Association if more than thirty pupils are assigned to any section of classroom work. This is far from the truth, as the Association does not limit classes to thirty pupils. The Association *recommends* that one teacher be employed for every 25 pupils and an average enrollment of 30 pupils per teacher. It does not make any specific recommendation regarding class size. It is true that the Association recommends that the total number of pupils assigned to a teacher for daily instruction should be limited to 150. However, the Association recognizes in its practice that unusual teachers may handle recitation sections of more than thirty pupils without danger of loss in the efficiency of the instruction. It further concedes that it is frequently necessary to have in a high school a limited number of classes of thirty, forty, or even forty-five pupils. In my opinion these classes should be assigned to the more successful teachers, and care should be taken to prevent the overcrowding of classrooms. It has been my observation that the large classes in many high schools are too frequently assigned to the inexperienced teachers of ninth-grade subjects, which practice is certainly not an example of the good management expected in schools seeking recognition by the North Central Association.

The procedure in determining pupil-

¹ Excerpts from a paper read before the Department of School Administrators of the Missouri State Teachers Association, Kansas City, November 11, 1932. This paper is published in response to the Executive Committee's request that material in answer to unfavorable criticisms of the Association be included in the issues of the *QUARTERLY* from time to time.—THE EDITOR.

teacher ratio is also commonly misunderstood. Apparently, there are many who think that only the teachers of the academic subjects are to be counted in determining this ratio. An examination of the standard with regard to the teaching load reveals the fact that all teachers, vocational or academic, as well as administrative and supervisory officers, and clerks may be counted as teachers in determining the pupil-teacher ratio. The section of the standard relating to this question reads: "STANDARD 8—*The Teaching Load*. An average enrollment in the school in excess of thirty pupils per teacher shall be considered as a violation of this standard. For interpreting this standard the principal, vice-principals, study hall teachers, vocational advisers, librarians, and other supervisory officers may be counted as teachers for such portion of their time as they devote to the management of the high school. In addition, such clerks as aid in the administration of the high school may be counted on the basis of two full-time clerks for one full-time teacher."

The Association is frequently criticized because of a failure to understand that the Association's standards concerning the preparation of teachers govern the teachers in the academic fields, English, mathematics, foreign language, natural science and social science. Schools have been left a very large amount of freedom in the employment of teachers of vocational and special subjects, such as music, art, physical training, domestic science, and the commercial branches. It appears to be the opinion of some that the Association demands that these teachers have the same amount of training as that required of teachers of academic subjects. As a matter of fact, the Association has never set up specific requirements for teachers of vocational subjects. It has limited its rulings governing teacher preparation to instructors in the academic fields. In most of our

states the requirements for preparation of nonacademic teachers are the equivalent of those defined by the Association for teachers of academic subjects, and the Association expects a school to meet state standards in order to be eligible for North Central recognition.

There are other unwarranted criticisms offered. For example, it is said that "the Association is arbitrary in its enforcement of standards." This is usually the retort of an administrator whose school has been dropped for some gross violation of standards. At the 1932 session, 2475 secondary schools were approved, 11 were dropped, and 125 were warned. Does this record indicate an arbitrary treatment of applications for approval? It may also be said that one of the policies of the Association is to give a school that has been continuously accredited for five years a year in which to correct deficiencies before it is forced to forfeit membership.

The Association is criticized by some on the charge that its standards lead to excessive expenditures. I do not believe that it can be shown that the requirements of the Association call for any greater expenditure than a group of intelligent laymen would justify in terms of a reasonable program of secondary education. It is true that the Association has frequently recommended the construction of new buildings, but communities have been left free to determine the expenditures for such buildings. It might be added that the Association has removed very few schools from its list because of the inadequacy of its building. The Association also recommends that schools should provide adequate facilities for laboratory work, but schools are left large freedom in the matter of this standard. The Association also recommends that generous provision be made for school libraries, but a recent report on expenditures for books furnishes convincing proof that the Association has

left a very liberal amount of choice to school administrators. The Association also makes certain recommendations regarding records, requirements for graduation, teachers' salaries, the pupil load and athletics, but these recommendations are drawn in such a way as to avoid an undesirable degree of standardization of practice.

May I state briefly my explanation of the large amount of criticism that has been directed against the Association because of some of its standards. The reason is to be found in the fact that large numbers of school administrators have not attempted to defend or explain certain practices and policies in terms of good educational practice but have rather answered all questions with the statement, "We must do thus and so or forfeit membership in the North Central Association." In brief, the Association has been the victim of the old game of "passing the buck." I am convinced that there is not a single standard in the present standards of the North Central Association that would not be very carefully observed in more of our schools if the Association were to declare a moratorium of five years on the enforcement of standards. I do not believe that this would have been true a few decades ago; but the work of the Association in spreading a knowledge of good practice has been so effective that I am convinced that most administrators and most boards of education would insist upon organizing high schools in terms of the standards of practice proposed by the Association, even though the Association made no effort to enforce standards. In view of what I have just said, some of you are doubtless wondering whether I believe that the Association has outlived its usefulness. In reply I would state that I believe the Association has reached a point where it is not necessary to devote so much attention to the mere enforcing of standards, and has reached a period when it

can give increased attention to new types of work that have developed within the last few years.

I should like to see our Association give more consideration to planning for American education and to attacking problems that are of interest to large numbers of pupils in our secondary schools and students in our higher institutions. The present evidences of a hostile public should be sufficient to warrant the scrapping of those policies and programs that have in the past been of some significance and the formulation of new programs to insure that educational problems will be solved by leaders in education rather than by those who control the purse-strings and who may wish to dictate policies in terms of their special interests.

There also appears to be a question in the minds of some as to the tangible rewards of recognition by the Association. It is, of course, common knowledge that the schools approved by the Association constitute an honor group of high schools, but such recognition does not appear to be sufficient reward for some.

The value of Association membership has been very well stated in the booklet prepared by Dr. Davis relating to the aims, organization, and activities of the Association. In this booklet, which has been distributed in large quantities during the past year, the following statement appears concerning the value of membership:

"The object of the Association is to establish closer relations between the schools and colleges of the North Central territory. In order to realize this objective, however, several more immediate aims are set up. Among these are the following: First, to bring about a better acquaintance, a keener sympathy and a heartier spirit of cooperation among the leaders of the secondary schools and colleges by enabling them to meet in personal conferences to be held at least once

each year; second, to encourage the free discussion of common educational problems and to devise ways and means of solving these problems through the exchange of view both at the conferences and through published reports; and, third, to promote the physical, intellectual and moral well-being of students in secondary schools and colleges by urging proper sanitary conditions in school buildings, adequate library and laboratory facilities, defensible curriculum organizations, high standards of scholarship and professional achievement among teachers, scientific practices

among administrators, and adequate financial support from the lay public."

I am convinced that the friends of the North Central Association should make a more determined effort to have the policies and achievements of the Association understood by school-board members, teachers, and others interested in secondary and collegiate education. The Association has made an invaluable contribution to the cause of secondary education in the North Central territory, and it is in a strategic position to make a more valuable contribution within the next few years.

THE CHALLENGE TO EDUCATION¹

HARRY WOODBURN CHASE
University of Illinois

AT SUCH a moment in your program you expect your speaker, I am sure, to deal in generalities. Like everybody else who is concerned with the administration of education in any capacity in these days, I confess that preoccupation with not an altogether happy series of financial details makes it a little difficult to view the educational scene with that calm and cool detachment which is necessary if one is to philosophize about what is going on. In the swift march of events, especially during this last year, those of us who are concerned with education are finding, at any rate, plenty of food for reflection in our leisure hours. If some of this food is indigestible it is, nevertheless, a contribution toward a varied diet.

We have, I think, mostly outgrown the stage of expecting some magic to be worked which will prove a prompt panacea for the dislocation into which our economic system has fallen. We have come to realize that we are dealing with forces so intricate and with conditions so wide-spread that we will not immediately or miraculously find ourselves restored to economic prosperity. In the meantime public education shares with every other public activity in wide-spread criticism of its costs. The temper of the times, like the temper of men in all economic depressions, is critical, as all of us have abundant reason to know.

One sometimes comes to feel that on the shoulders of the school is laid all the burden for all that is wrong in modern life. Confusion in government, confusion in business, confusion in morals—all are laid at the door of the school. There is,

apparently, too little realization of the fact that the school is only one of the cooperating agencies which support and advance civilization, and that it cannot take the place of all. We are molded and shaped by the forces of our environment as a whole, not altogether by any one part of it. The neighborhood, the home, civic influences, movies, radio, popular literature, newspapers, personal examples and influences in business, in the professions, in politics, in public and private life—all these work to set and determine behavior and standards. I do not believe that any essay of what education in America has accomplished can be complete or accurate that does not take into account the fact that the school has to do its work against many things in our life that tend to de-educate. We try to develop a certain intellectual maturity, and yet all about our students are powerful appeals addressed to the immature mind—the more sensational of our newspapers, a flood of cheap magazines, bad movies, jazz music—a whole equipment for developing and fixing a stock of ideas at a permanent childhood level. We try to speak of civic responsibility, and yet we know how much there is against us in American life. We work for character formation, in an age that is confused and uncertain regarding its own ethical standards. In short, we cannot judge the results of what we do as though formal education were the only force at work in our life, though the public seems sometimes inclined to judge us in those terms. What happens to the individual is the result of the complex interrelation of a whole battery of forces, of which the school is but one.

¹An address delivered before the Association, March 17, 1932.—THE EDITOR.

I do not believe that, judged in such terms as these, we need apologize for our results. The school, like all human institutions, is imperfect. It has its limitations and its failures. It has not always kept its eye on the ball. But let us not forget this fundamental fact: that it has opened the door of increased opportunity and usefulness and happiness to millions of American citizens. Our system of education, broadly conceived, is and must be the main reliance of our country for its future. Out of these troubled times there comes a new challenge to us all, a challenge to our faith in education.

Let me give you an illustration of what I mean. Sixty-five years ago the Southern states found themselves in a condition of destitution such as few regions have faced. Every institution was bankrupt; currency was without value; the best of the South's young men were dead on the field of battle. What lay ahead was a rebuilding from the foundations. It took a generation for the South to be able to satisfy the elemental necessities of its life. It could do very little beyond that. But as hope came back, as men began to have a little leisure for thought and for anticipation of the future, they began to be conscious that among a self-governing people the road to advancement must lie through education. Governor Aycock of North Carolina spoke with the voice of that generation when he said, in a phrase which embodies a whole philosophy of education, "We in the South are too poor not to educate." And, today, in the midst of our difficulties, those of us who have a genuine faith in education and in what it means to a self-governing people must agree, I believe, that we are too confused, too depressed, in too much trouble, not to educate.

May I repeat a paragraph from that recent message to American teachers by L. P. Jacks. "I believe," he says, "that our civilization has now to choose between

two things—education and catastrophe. Unless we can succeed in raising the quality of human beings to a higher level, both mentally, physically, and morally, it seems to me certain that sooner or later, and sooner rather than later, the fabric of our civilization will collapse. All our other problems, political, industrial, and economic, are centered in this great problem of raising the quality of the human material which forms the living substance of our civilization. But this can be done; our work as teachers is to find out how it can be done—and to do it."

Once more, I do not think we need to be apologetic about the significance of our job. It is so significant, so worth while, that under the clamor of criticism we sometimes forget the abiding faith of the public itself in the worth-whileness of what we are trying to do.

I take, for example, the field of higher education. What has happened in this field in thirty years has been, of course, almost beyond belief. Whereas in 1900 there were enrolled in schools above secondary grade about three per cent of the population of college age in America this proportion had risen in 1930 to eighteen per cent. Back of it lay a quiet but compelling social revolution in our attitude toward higher education. There was a time when the elementary school was the natural termination of education for the average child. Then there began a movement which gradually pushed the normal period of education up four years more to include the high school and we began to get systems of public and private high schools all over the country. Then about the beginning of the century there began the movement toward the colleges and universities which went on at such an accelerated pace during the last decade. We added, if you please, a new story to the structure of education. A college education became part of the standard of living of the average Ameri-

can family. Parents came to consider as natural and normal the opportunity for a college education for their children. Enrollments in colleges and universities multiplied; endowments grew; buildings sprang up; faculties increased; new educational enterprises appeared. The last thirty years, in other words, have been a period of steady expansion in higher education. In spite of criticisms that too many students were going to college, in spite of questions raised by business as to jobs for these people, in spite of questionings of our academic system from without and within, a college education has seemed to the American people a worth while investment for their children. Now a standard of living once reached is not easily sacrificed. Testimony to that fact is found in the statistics for college and university enrollment for the current year which showed last fall, in the third year of the depression, as many students in colleges and universities as there were twelve months before. A social attitude which has been developing for thirty years is not going to reverse itself over night. It seems to me fair enough to say that unless there is a marked permanent alteration for the worse in the standard of living of the average American family there is not going to be any very great decrease in the student enrollment in institutions for higher education as a whole. There will be, there are already going on, redistributions of that enrollment that will be of deep significance to individual institutions. I am speaking rather of the situation as a whole, and I am citing it as an illustration of the fact that, down at the bottom of its heart, the public believes in, and wants, the widest possible range of educational opportunity for its children. I believe this great move toward higher education, in spite of the obvious criticisms that can be leveled against it, is a distinct advance in the direction of that great central task of raising the level

of the quality of our human material.

Here, then, we find ourselves. On the one hand, we are at work in a generation when all things conspire to point the minds of men to education as the only way we can conceive out of confusion. On the advancement of education rests the preservation of civilization. We are at work in a civilization which, in many ways and by many influences, works against that very maturity of mind and character that we strive to inculcate. But education from early years up to maturity—through elementary school, high school, and college—has been increasingly accepted for thirty years by the average family as a part of its provision for its children. More than any other nation, in any period of history, we in America have staked our future on the possibilities and the achievements of a system that opens the gate of opportunity through education to the individual. This is not rhetoric; it is simple fact.

Now, with the rest of the world, we find ourselves in financial straits. It is the merest folly to close our eyes to the necessity of financial readjustments in our educational situation. All of us—schools, colleges, technical schools, universities—are under an insistent pressure. And we are troubled. We well know how slow a process is that of the building of standards and personnel. Educational enterprises are not made, or remade, overnight. Excellence is a quality on which serious inroads may be made without recognition of that fact by the general public. Easily, in a situation like this, damage may be done to our educational system which will set it back for decades.

Now, if the task we are about is so significant and compelling, if in education is such necessity and such hope for the future, a certain conclusion seems to me to follow with regard to our own attitude. That is that, in such a situation, what is individual and temporary must

yield to long-range points of view based on consideration of the situation as a whole. I mean that, after all, salvation must come largely from within. Either we ourselves must make intelligent adjustments, or they will be made for us far less intelligently from without. There must be less thought of special interest and more of our educational system as a whole—more attempts to define within it what is fundamental and what is accessory.

Recently, for example, the committee appointed by the Secretary of the Interior to consider the participation of the Federal Government in education tried to bring together just what the Government was doing, and they found it involved in education in the states in a multiplicity of special ways which have created a situation far from satisfactory. They recommended that such special subsidies, after a period of years, be abolished, and that such subsidies as the Government gave be made to the states for distribution as the individual states might choose. I am convinced that, with wise planning by the states based on a consideration of the problem in each state

as a whole, such a recommendation would save both confusion and funds.

That is one illustration of what I mean. If we are to preserve our standards, if we are to advance the excellence of our work, it must be through a process of more rigid definition of what we are about, by a more serious attempt to separate primary from secondary values. It is either this, or a general cheapening of our activities which confronts us. The latter would be deplorable. The former is, after all, the only possible long-range point of view.

I do not, therefore, conceive that this is any time to be discouraged or apologetic about education. We are confronted by a challenge that is obvious and insistent. It is a challenge to economy and efficiency. It is a challenge to clearer definition and long-range and unified consideration of our problems, that fundamental values may be preserved. Out of such a challenge there may perhaps come, if only we are wise, a rapid period of progress in the clarification of what we are about that will be of ultimate and real advantage to us all. It seems to me a time to take heart, and go forward.

STANDARDIZATION AND ACHIEVEMENT¹

WALTER A. JESSUP
State University of Iowa

THIS Association, the second of its kind, was formed in 1895, since which time the Association has grown not only as to territory involved and schools concerned, but it has come to have great power and influence in the whole field of secondary and collegiate education.

From the beginning this Association attracted the attention and the interest of the leaders in the field of education. The published proceedings of the early days report the addresses made by the great men of education of that day, and include such names as Angell, Draper, Butler, Harper, Jesse, Jordan, MacLean, Bryan, Russell, Paul Shorey, Nightingale, Harris, Charles Kendall Adams, and others. This meeting afforded a forum for the discussion of such great topics as "What Constitutes a College and What a Secondary School?" It is difficult to overestimate the influence on this Association of a paper read by President Jesse on that very subject in 1896. John Dewey read a paper urging the breaking down of so-called barriers between higher education and primary education.

A casual reading of those early addresses suggests that most of the topics that we are now worrying about were discussed with clearness and conviction in that early day. No one of today has voiced more clearly the danger of standardizing agencies forcing an undue economic burden on taxpayers in a period of economic distress than did President Angell of Michigan in the beginning of the activity of the Association.

The inimitable Paul Shorey said: "I

envy the perennial youthfulness of heart of those who come up to the discussions of large educational problems year after year with unabated zeal. I recognize the necessity of work. Though we can not hope to mould opinion or shape practice into perfect accordance with our own best insight and judgment, every judicious and well-weighed utterance does something perhaps to stem the rising flood of inherent gabble that threatens to submerge us all. And so, recognizing how little we can achieve, we must nevertheless devote ourselves to the accomplishment of that little."

Even as today, the men in that far-off day were impressed by the fact that they were living in a new age. Barnas Sears said: "We are living in a new age; an age of new scenes and new arts, of thronged cities, of universal locomotion and communication, of swarming literary productions, of new ideas, of a humanitarian civilization, and pre-eminently of enthusiasm for education. We are here today to take from this proud eminence a retrospect of the schools of our common country for the last fifty years. It will not be amiss, at the outset, to glance for a moment at the schools of former times."

It was about this time that James McCosh said: "What are we to do with all of these colleges? There are four hundred of them. Someone has proposed to burn about half the male colleges in order to benefit the other half."

They were likewise amazed at the great expansion of colleges and secondary schools. Illinois registered 29,000 high school pupils, 3,500 graduates, and owned \$4,500,000 worth of high school buildings. The state of Minnesota had 10,000

¹An address delivered before the Association at the time of its meeting in Chicago, March, 1932.
—THE EDITOR.

students, 1000 graduates, and more than \$2,000,000 invested in buildings.

Michigan had taken the lead in accepting students from certain high schools on certificate. There was widespread recognition of the desirability of erecting and maintaining the educational ladder wherein it would be possible for a child to start at the bottom and go to the top. The need for this unification had just been recognized by the National Education Association in a report prepared by the Committee of Ten which William T. Harris has said was the most important educational document ever prepared in this country up to that time. Thus, in the spirit of the time, these various associations were formed for the purpose of establishing a clearer relationship between the schools of secondary and collegiate level.

It is a noteworthy fact that during the early years of this Association the members were content to read serious papers and to have sharp and witty discussions relative to the various educational practices in improving the secondary schools and colleges.

Not until 1903 did this Association seriously face the question of setting up definite standards to become operative throughout the territory. This was done notwithstanding the hesitation of many leading educators, including President Draper of Illinois, President Bryan of the University of Indiana, President Angell of the University of Michigan, and President Jordan of Leland Stanford. President Jordan, in his address before this Association, was most bitter in his criticism of standardization. He said: "The most hopeful thing in the present situation is the condition of absolute chaos into which we are drifting, because it means the individualization of teachers and the opportunity for students to get whatever they want in some place or other—making the individual more important than the system is."

These fears seem prophetic in the light of the address made by Doctor Judd in 1928 in which he said: "I shall have to content myself with a mere reference to the fact that some of the ablest friends of education are beginning to call in question the standardizing activities of such agencies as the regional associations of which we are one. These critics of standardization are asking whether we are not stifling our legitimate experiments by our efforts to compel institutions to meet standards."

Criticism had been previously expressed in vigorous terms by President Elliot of Harvard and President Wilbur of Stanford. Superintendent Prunty of Tulsa and President Capen of Buffalo expressed before this meeting last year similar views, and within the month Doctor Hutchins, of Chicago, has expressed himself with equal concern. Thus it is apparent that the elaborate schemes of standardization which have been expressed more fully by this Association than by any other agency in America, are now being challenged.

Few of us realize the rapid growth in power which has been exercised by this organization. Our current budget is in sharp contrast to that of the early years. The first commission for the study of English included five members with an expense account of \$50, which had been raised from \$25! Since that modest beginning, we have witnessed the development of standards that have affected almost every conceivable phase of school work. We have standardized school years, school months, school weeks, school days, school hours and school minutes in terms of units, credits, points, majors. At the rate we have been going in recent years, we will soon interpret education in terms of split seconds.

We have set up standards of study for all phases of subject matter, including the classics and English and physics and chemistry, music and dramatics. We

have set up standards for textbooks, for supplementary material, including fiction to be read and songs to be sung. We have set up a program of procedure ranging from the teaching load and clock hours to library and laboratory equipment. We have sought to standardize the preparation of teachers, ranging from the number of years of college attendance to the subject matters studied. We have challenged the length of the course, the number of hours, and the title given in the catalog.

The recent experimental studies and other scientific data suggest that the standards that have been set up for size of class, either in high schools or in colleges, seem to be ill adapted to all classes. The latest University of Chicago plan proposes to limit the size of certain classes to the size of auditorium and the carrying power of the professor's voice.

In the last twenty years literally thousands of classrooms have been built in this territory in such a way as to make it well nigh impossible to take full advantage of the present implication of the scientific inquiry relative to the size of classes. The North Central standards have been dominant in the erection of practically all of the laboratories in the high schools of this area. Last year Professor Downing, of the University of Chicago, succeeded in getting permission from this Association to prepare students for college with a sharp reduction in laboratory material. The Stephens College experiment has gone far enough to convince most of us of the fact that there is no special merit in the North Central standard of eight departments in an accredited college.

Doctor Capen told us last year that we had substituted engineering standards for educational standards and that we had become "more interested in the package than in the contents."

Despite the elaborate detail with which we have sought to enforce standards, with

the various schemes of inspections and records and checks and counterchecks, warnings and dismissals, the actual product varies so widely as to give full point to Capen's illustration of the package and the contents. In recent years the University of Iowa has been holding state-wide academic examinations. Competitive examinations in fourteen high school subjects have been given in the various districts throughout the entire state. This so-called every pupil contest is participated in by nearly four hundred high schools enrolling more than 60,000 students. Analyses of the results by Doctor Lindquist show the variability in composite school averages in any one subject for all of the schools is as great as the variability of individual achievement in a typical school; that is, the difference in average achievement between the best and the poorest school in a subject such as English or mathematics or for all subjects combined, is as great as the difference between the best and the poorest student in the typical school. This variability is found even when the supposedly best schools alone are considered. Thus, many schools that have the same external standards of selection of teachers, teaching load, building and other conditions to meet the North Central Association list, rank actually lower than other schools which are not accredited. Indeed, an array of 92 North Central high schools and 283 nonaccredited high schools distributed for average composite student scores revealed almost complete overlapping; that is to say, 97 per cent of the nonaccredited schools show average composite scores in the same range as 98 per cent of the North Central schools.

Fourteen per cent of the nonaccredited schools had an average score which exceeded the average of all accredited schools. Again, each school in the upper one-third of the nonaccredited list was superior to each school in the lower one-third of the accredited schools.

Further analyses of these data were especially interesting in view of the fact that in each subject an attempt was made to establish the relationship between certain verifiable facts, such as teaching experience, training, and teaching load of the teacher, and the average test performance of her pupils. The facts given for American history are typical of those secured in the other thirteen subjects.

Student test averages of teachers of no experience, that is, teachers who in 1931 were teaching American history for the first time, were compared with those of teachers of seven or more years of experience. The surprising fact that came to the surface was that these two distributions overlapped almost completely. The range of averages for the upper 96 per cent of inexperienced teachers coincided with the range of averages for the lower 92 per cent of teachers with seven years or more of experience.

A comparison was made of teachers in American history who had majored in history and those who had neither majored nor minored in the subject in their college training. The distribution of test averages for the first of these groups almost exactly coincided with the distribution for the second group. The performance of students of teachers who had majored in American history was also compared with that of students of teachers who had had no college training in American history. It was found that the performance of the students in history of 34 teachers who had had no college work in this subject overlapped completely with that of students of teachers who had majored in American history. This does not mean that these teachers were ignorant of American history; it does mean that our current standards make no provision for recognition of knowledge attained outside the college classroom.

It will at once be asked whether or not there are any direct correlations be-

tween the performance of these students and the conditions under which they were taught. The best answer we can make is that competent students seem to come from schools of high morale and similar subjective conditions. Student performance in this competition suggests little relation to such external objective standards as are customarily employed by standardizing agencies.

Not only did the average performance of students vary widely in schools in the same general classification, but to our surprise, we found that the freshman physics work in the university was ill adapted to the sequential needs of the best high school students in physics. For example, seventy superior pupils in high school physics selected for superior test performance were given a carefully constructed objective examination which had been used for several years as a final examination in freshman physics at the State University of Iowa. Only two of these superior high school pupils failed to meet the minimum standard set for college students; a significant number exceeded the college "B" standard, despite the fact that we have felt heretofore we had a satisfactory relationship between the high school and the freshman course in the university.

We ourselves have hardly realized the powerful implications of the current standards. This past quarter of a century has been a period of expansion. Schools have been growing, wealth has been increasing, and since these standards for the most part sounded reasonable, they were seized upon and adopted for the purpose of improving school buildings, increasing the size of staff, multiplying equipment, improving the preferential opportunities for favored subjects in high schools and colleges, so that there was relatively little challenge. In the meantime, there has been a growing disposition on the part of the professional educationist to subject isolated standards to

scientific inquiry, and it must be admitted that more than one of our standards that seemed to be satisfactory from the standpoint of opinion have not been able to withstand scientific experiment. Size of classes and the use of laboratory material are cases in point. Now comes the statewide contest in Iowa which certainly casts doubt upon the effectiveness of the whole system as a basis for selecting the best high schools. The fundamental theory back of the organization and the development of the North Central Association as a standardizing agency was that by applying the yard stick to its standards, the best high schools could be selected. In Iowa it is a fact that, measured by test of students in fourteen subjects, the variation between these high schools is as great as or greater than high schools not on the list.

It is apparent on all sides that one of the outcomes of the present period of depression is the challenge of the excellence of the things we are doing. It is fortunate indeed that there are signs in this Association of lack of full confidence in current standards. It is most encouraging to note that certain institutions, notably Chicago, have had more or less continuous plans for betterment. Chicago is sufficiently powerful from the standpoint of wealth, prestige and personnel of staff to be able to undertake almost any kind of an experiment, but I believe we should seriously consider the fact that there is much evidence to indicate that

we should not only *permit* but *encourage* all schools, secondary and collegiate, normal and junior college, large and small, to study their own problems with a view towards ascertaining the effect upon students of modified procedure irrespective of our so-called engineering standards.

Doctor Suzzallo has recently told us: "Schooling should be the emphasis on learning rather than on teaching. Schooling will become more self-education under teacher stimulation and assistance. In fact, the teacher under the new regime will become a supervisor of learners. What a revolution would result from this changed attitude and point of view!"

Hail the day when this Association becomes so permeated with the spirit of doubt as to current procedure that it will recognize more fully the educational knowledge which we now have of the conditions under which students learn, to the end that the next quarter of a century shall mark a period of widespread experimentation based on a growing knowledge of the outcome of educational procedure—to the end that the citizenry in this area may be given a program of education wherein students find a genuine challenge to learning that will continue from secondary and higher levels to adult education. The world is calling for improved education. Let the shackles of conventional and arbitrary standards be loosened in order to free the spirit of actual accomplishment on higher levels!

ATHLETICS IN A MODERN COLLEGE¹

IRVING MAURER

Beloit College

THE only qualification which I possess for speaking upon the theme "Intercollegiate Athletics" is the early discovery by a college president that this is a topic which demands vigorous thinking if the college administration is to be an approach to success. That this discussion takes place in a group in which many of us are approaching or have already passed middle life is not unusual, for as one sees pictures of leading figures in both professional and amateur sports, he is impressed by the fact that most of the speaking and most of the talking, as well as most of the sports writing is by middle-aged men. Just why young America is so complacent in permitting an older generation to order its affairs, is never quite clear to me. But since youth permits it, we oldsters have frequent opportunities to enter into a vicarious pleasure. The further removed we are from the actual touch of the body upon earth ourselves, the more do we enjoy talking about athletics.

Intercollegiate athletics as a topic can be discussed before this Commission only from the standpoint of its educational values. Much of the confusion surrounding all considerations of this question arises from the fact that athletic rivalry between colleges occupies two fields—the field of amateur sport and the field of academic values. So far as the colleges are concerned, intercollegiate athletics have been let into the curriculum by the back door. Had the entrance been otherwise, had it been courageously effected, some prevailing amateur standards might

well have been disregarded altogether.

There has been very little forthright organizing of intercollegiate athletics to achieve an educational value; if this had been the case the question as to whether, in his junior year at high school, half-back X refereed a basketball game for pay would never be used against him. Personally I believe that there has been a denaturing of the value of a college degree for this and for other standardizing agencies to recognize intercollegiate sports as an educational entity counting toward a degree. I shall refer to this more at length later. I mention it here as an opinion, that what really happened was that, in our institutional timidity, we made a virtue out of what was threatening to become an educational vice, and being, on the whole, a professionally honest crowd, we haven't been entirely happy over the situation.

A statement like the above is pointed and unequivocal. I have not said that athletics are a vice. I have said that they threatened to become an educational vice. How near the threat became a reality I leave to your memories and to your consciences. We have passed through a period when various college degrees have been shamefully mishandled. Many other interests, immediately realizable and practical, crept into our curriculum until we began to wonder why we were giving degrees at all. Now that we are returning to a professional academic sanity it may be helpful for us to consider what, in the name of education, was transpiring in the field of intercollegiate sport.

One of the first educational sins was the complete transfer of this athletic

¹A paper read before the Commission on Higher Institutions at the time of its meeting in Chicago, March 16, 1932.—THE EDITOR.

rivalry business to the secondary school field. An appraisal of the educational value of this transfer is not my task. But for the colleges this meant immediately a differentiation between the trained and the untrained athlete in college. Much has been said about the fact that in ideal college athletics, coaches should find their material in the student body as it stands. The consideration which should rule is the principle that a man plays on a college team because he is a student in that college, rather than that he is a student at college because he plays on its teams.

As a matter of fact, very few men make a college team who have not already won prowess on a secondary school team. An immediate evil which results is the recruiting of players. This is the second educational sin. This evil can be curbed; it can never, it will never be stopped. In every high school, men of athletic prowess are being approached by representatives of universities and colleges. Naturally all of us want the athletes who have brains, not alone because the athlete of brains is an academic asset, but because the athlete of brains keeps his eligibility unquestioned. It makes little difference whether the institution has six or seven thousand men students or whether it has a hundred and fifty students, the fact of previous athletic training has pushed up the athletic skill standards to such a height that a weakening of recruiting interest will soon result in a loss of games. And a protracted loss of games often becomes a matter for legislative inquiry; it is a matter for discussion in the presidential reports of even our best universities. The very excellence of our athletic skill has confined its activities to those select few whose "physical quotient" places them in the highest 4 per cent group.

And so the recruiting goes on until we find ourselves where we are today, at a time when educational excellence should be producing the sadly-needed intellectu-

al leadership for the making of a new world, spending our energies in the enlistment of a considerable body of our students primarily because of their physical endowment and calling this education.

The third educational sin in connection with athletics has to do with the confusion as to whether or not athletics are primarily educational or whether they are a strictly amateur sport. We have called athletics educational but we have not been consistent, for we have permitted ourselves to believe that an educational activity can also be amateur. Now we depart from the amateur basis when we assume educational oversight over sports. For to be amateur, sports must be a matter of chief concern for the participants and for the student bodies which they represent. You cannot have curricular and faculty supervision of a student enterprise and still insist that it is a student enterprise. Of late we have heard a few piping voices from student bodies timidly demanding representation on athletic control boards. How many student bodies are consulted in the making up of athletic schedules? How many student bodies were consulted in the building of our expensive athletic plants? Is it possible that we by our institutionalizing of athletics have run the risk of perpetuating activities which no longer express the sports interest of modern students? I pick up the *Yale Book of Student Verse*, 1910-1919. There is but one reference in it to student sports and that has to do with a steeplechase; not many colleges can afford that. The only verse I have been able to find which sings of the interests and thrill of college sports was written by a benevolent old gentleman who was greatly beloved for his feature stories in the sports pages of some daily papers.

We have entered into that twilight zone of amateur sports in which we can only with the greatest difficulty distinguish

between the honest and frank professional and the amateur. Feature articles over the signatures of college coaches, schedules nation-wide in their appeals, involving huge batteries of correspondents, and a publicity interest in which the leading players become national heroes, these are some of the shady aspects of amateurism—these our program retains, while the worthy features of amateurism—student initiative and student-love of games, we have discarded. What has happened is that, incorporating intercollegiate sports into our educational scheme we have inherited also all the undesirable features of our modern amateur athletic world. We have subjected ourselves as educators to the humiliating experience of administrative review by alumni bodies, legislatures, sports writers. A president of a college with a winning team may really be a great educator, but let him change his coach or run into evil athletic days and see what happens to him.

These evils are blots upon the integrity of our educational honor. I shall take it for granted in this paper that we are all trying to run this business honorably. At the same time I see no excuse educationally speaking for the crediting for graduation for any bachelor degree of work done in intercollegiate sports. I should recommend that colleges think through a fine course in physical training, including a course academically worthy in hygiene, and I would make that obligatory for every student whether he plays on a team or not. I would then return intercollegiate sports to the student bodies themselves, freeing sport from the tyranny of alumni control, and from the inordinate interest on the part of the public. If we as college heads are going to increase the value of degrees, as we surely must if we are going to redeem our institutions from the influence of the passer and the flunker, I should recommend that all

intercollegiate sports be limited to students who are above C, possibly B (I take it that C is the average necessary for a degree) in academic subjects, and I would remove practically all of the aggravating nonessentials of modern amateur standards.

What I am talking about is a matter which will have to be considered immediately. Many colleges are finding that items on the college budget which were taken for granted three years ago will have to be discarded now. What shall we think of the educational integrity of institutions of learning which are planning to reduce teachers' salaries, and yet which continue to pay for athletics salaries and budgets which are cause for headlines on the athletic pages of our papers? Then, too, we are in a period of experimentation educationally speaking. There will be a greater differentiation in classification of students as regards separate institutions. It is going to be a more difficult matter in the future to apply conference or association standards of eligibility. All these factors will enter into the removal of our present educational difficulties with respect to intercollegiate athletics.

The reply may be that students may not be interested in carrying on so intensive a program as that which now obtains. Why then, go on with it? Do we need intercollegiate sports in order to get students to college? I doubt it very much. At Beloit for the past seven years we have tried to minimize recruiting. To be honest, the best that we can say is that probably we do less recruiting than we used to do. We had a number of seasons when we lost every athletic game. And yet today Beloit has the largest attendance in its history. The experience hasn't been entirely pleasant. We are not untouched by the infirmities of the situation. But I believe that never before has the public been so willing as it

is today to be approached by educational leaders on the basis of its intelligence. Never before has there been so great a wistfulness on the part of youth for brave challenges in the field of the heart and the mind.

What I have said is of direct interest to this Association. The field of physical education has untold possibilities. Just as many of us feel that, in the teaching of English, there should be courses in spoken as well as in written English, so we are beginning to feel that physical training should include social hygiene and the training of the voice. The awakening of our youth to the supreme value of their bodily equipment to the end that their college experience will include cultivation of an abiding joy in athletic skill, this is no unworthy objective for collegiate education. That such a guidance on the part of faculty members worthily trained will mean a better intercollegiate athletics I am convinced.

So long as the entire program of intercollegiate sports is included in educational work for a college degree, this As-

sociation cannot honestly delegate to athletic conferences the maintenance of athletic standards. If the time comes when colleges return intercollegiate sports to the students then conferences can function as they have in the past. Yet even then, the integrity of the colleges themselves will continue to be the best nurturers of honor among college teams.

A word of this kind is a difficult one to utter. It will multiply the trite references on the part of gray-headed sports-writers to the kill-joy faculties in our colleges, to the proneness of college faculties to keep everybody from having a good time. But it is high time for the colleges and the universities to remind the public as well as themselves that educational institutions must approach the matter of athletics from the standpoint of its educational importance and value and that in this field we must allow no one else to dictate principle and programs. I am speaking from the standpoint of educational excellence and integrity when I declare it our duty to stick to our business of education.

REPORT OF THE COMMITTEE ON ATHLETICS

H. M. GAGE, Chairman

YOUR Special Committee on Athletics was appointed in 1926 and is, therefore, making its sixth annual report. Since 1928 the present standards have been applied to all institutions applying for admission to the approved lists. In 1931 approximately one-third of the institutions made regular triennial reports and special inspections covering reports on conformity to athletic standards were made. Similar inspections were made this year. The remaining third of the institutions will presumably be inspected next year. The entire field having thus been visited and studied, it may be assumed that institutional members and the Association will be informed concerning procedure and well established in the helpful use and application of standards.

A principal function of the Committee is to create good will founded upon understanding of procedure and objectives. Our aims and their proper relation to the aims and administrative methods of the Association have been questioned and discussed. Many men have proved themselves to be of many minds. Choice of theories has been difficult. Prophecies of the outcome have ranged from the ruin of the Association to the millenium of education, from a vision of dictatorship and rebellion to vain preachments and at last to what Grover Cleveland called "innocent dissuetude." In the meantime, the logic of events has come to our relief and determined issues which could not be determined in advance. Each concrete situation as it has arisen

has clarified some principle and indicated what is practicable.

The North Central Association and its public has the "gift of tongues" when speaking on athletics. Your Committee is not especially well endowed with the "gift of interpretation." Nevertheless, the voice of the North Central Association is clear and, I think, unequivocal. The Association cannot avoid an expression of its interest in athletics and a recognition of that interest in its dealings with institutions. Professor Aigler of Michigan gave words to the voice of the Association when he said in a recent conference that "far more important is the consideration by what methods intercollegiate athletics are brought into right relations with an educational institution, remembering what the main business of an educational institution is." There is very general agreement in this statement of purpose and there is definite progress in determining what right relations are and how they may be realized.

At this point you are expectant, if you are naive, or, if cynical, you will await the disappearance of the Committee in a fog as it attempts to say or avoids saying exactly what "right relations" are and how they may be established. The Committee is perfectly conscious of the situation and is somewhat embarrassed by its rather inadequate powers of expression. The demand for publicity is pointed and insistent. When asked what athletic righteousness is we point to the standards and to our previous annual reports. Reminded that these are doctrinaire preachments and that "there is much talking in the house," we are asked to let our institutional members know and to let their public know exactly

¹This report was made to the Commission on Institutions of Higher Education by a special committee of its own, created in 1926 and continuing its activities since that date. This particular report was made in March, 1932.—THE EDITOR.

what has been done "and how." In one of his essays Samuel McCord Crothers refers to Daniel who was a man of principle and parts. In the lion's den his situation was interesting and exciting. Something might happen. The news might break at any time. Being discrete and not interested in making news he probably retired modestly to a dark and quiet corner in order to make a survey and draw up a report. He did not want to interfere with the regular routine of the animals. This was quite unsatisfactory to his friends and the news hounds who had gathered at the mouth of the pit. They knew him to be a doctrinaire and he had been highly advertised as a man of courage. They expected him to do something. So they kept shouting down at him, "Stir 'em up Dan, stir 'em up." A labored application of this fiction is unnecessary. Suffice it to say that the Committee has heard the demand for news and has never attempted to make news to support its doctrinaire reputation. As a matter of fact this Committee by itself does little which has any news value. News arises from other sources. The application of standards proceeds in regular routine under the immediate supervision of the Board of Review which conducts inspections, considers reports, and makes recommendations to this Commission which makes final decisions. This Committee surveys and reports the whole procedure helping where it can, suggesting changes in standards and methods of dealing with institutions and conferences. This fact you ought to know, namely: that this Commission acting through its regularly constituted officers and agents has been very active in the field of athletics. The big breaks in the news come at times when negotiations and adjustments are in process and when public discussion would interfere with progress in the right direction. When final decision is made in public meeting the news is stale or the decision is so

utterly commonplace that it gives no indication that weeks or months of intense activity in particular adjustments to standards have preceded. A bare recital of your dealings with institutions with names and dates and details would be a commendable and sometimes a thrilling tale of achievement. You may well be proud of your achievements in a half a dozen cases last year. Similar results should be forthcoming now and next year. And you may well be especially thankful that the spirit and practice of cooperation between the Association and member institutions has been a blessed reality. Were it otherwise our work would be a failure. Never to be forgotten is the fact that ours is a voluntary association for the realization of ideals which we call standards. It should also be remembered that inspection in the beginning is a process of self-examination. Application of standard in the end is by way of self-control. The inspector who checks the report midway in this process has nearly always been assisted in the most difficult situations by the initiative of presidents and other executive officers.

The relation of the Association to intercollegiate athletic conferences has been prominent since the beginning of this Committee's work. A year ago the question was raised again and during the year has been considered at various times and in various ways. Effective and amicable cooperation with conferences is making progress. At the invitation and expense of the Buckeye Conference an inspector visited each one of the conference institutions last fall. The Missouri Valley Conference has requested that the Association make available to it reports on all institutions with which conference members have scheduled games. This bids fair to be a practicable form of cooperation, depending on the wisdom of the conference in dealing with what is properly conference business and what is purely private to the institution

concerned. A number of institutions have sought information concerning institutions with which game schedules are in contemplation. Newspapers have made inquiry concerning these and other matters. Unfortunately, courtesy and wisdom have sometimes made it impossible to provide the sort of information desired. So the public remains uninformed concerning what the Association is doing and may conclude that nothing is being done. Quite the contrary is true. The period intervening between inspection and final report at this meeting is frequently a period of intense institutional self-examination. Drastic reform and self-control may result. If so, our public record here may be wholly unnewsworthy and again may lead to the erroneous conclusion that nothing is being done. To give a concrete typical illustration, a certain institution last fall reported intolerable conditions. The conditions were verified by the inspector. This institution with reluctance consented to effect an immediate reform by methods which would have been only a little less questionable than the objectionable practice. In that situation the Chairman of your Committee took it upon himself to say, "We do not ask you to commit a small wrong in order to right a big one. Tell every interested party on your campus what you will do next year. Come to this annual meeting. State your program. Give some evidence of your willingness and ability to execute it. The Board of Review will be inclined to take your word." You should also be reminded that the period between inspection and reinspection, which you sometimes order, is the period when the most constructive work is done. Reinspections bring the most refreshing evidences of progress and thereby establish durable relations of friendship between institutions and the Association.

Colleges in the Missouri conferences have called our attention to the financial

aspects of the intercollegiate program. At their request and expense we are ready to conduct a survey of the cost of intercollegiate athletics in the state. A beneficial effect of financial depression is that it forces an appraisal of values received for expenditure of money. Budget makers are trying to define the concept of those services which should be paid for by tuitions and endowment interest or by appropriations for the educational budget. The proper use and size of student fees is also being studied. The phrase "Not Strictly Educational" heading so many budgets for athletics is in question. It may be that new meanings and practices will attach themselves to that part of STANDARD 8 which reads, "All athletic expenditures should be included in the institution's budget." There is no doubt that tax-payers, donors, bond holders, and fiscal officers of educational institutions have their eyes on intercollegiate athletics. The problem is posed for those in our midst who believe that the educational values of intercollegiate athletics is in interference with the normal educational program. It is my opinion that this is the correct view. Whatever view is taken no one questions the direct effect of athletics on financial and general academic administration.

At the last annual meeting, the relation of the Association to conferences having been considered anew and with reference to a particular situation, considerable attention has been given to the question. For your information here and to make our record clear the following statement with which many are already familiar is included in this report.

At a meeting of the Western Intercollegiate Conference of Faculty Representatives in April, 1931, the presidents of the universities of the Conference discussed the relationship that should exist between the North Central Association of Colleges and Secondary Schools and their Western Conference. As a

result of the discussion the following resolution was adopted:

Recognizing the mutual interests of the North Central Association and the Intercollegiate Conference in the advancement of education in the Middle West, It is voted—

That the presidents of the Intercollegiate Conference Universities appoint a sub-committee of three to confer with the representatives of the North Central Association to discuss these mutual interests.

The invitation from the Western Intercollegiate Conference was promptly accepted by the President of the North Central Association and President H. M. Gage of Coe College, President L. D. Coffman of the University of Minnesota, and the President of the North Central were named as the representatives of the Association to take part in the proposed conference.

The conference of the representatives of the Western Conference and the North Central Association was held at the University Club in Chicago, May 8. The Western Conference was represented by President Scott of Northwestern University and President Ruthven of the University of Michigan. The North Central Association was represented by President Coffman of the University of Minnesota, President Gage of Coe College, and Dean Edmonson, President of the North Central Association. The following statements are from the minutes of the Conference of the representatives of the two organizations.

1. It was agreed that the following statement prepared by President Coffman should serve as a general definition of the responsibilities and relationships of the two organizations:

It is the opinion of the representatives of the Western Intercollegiate Athletic Conference and of the North Central Association of Colleges and Secondary Schools that these associations have mutual interests and mutual responsibilities in maintaining, advancing and promoting educational relationships and standards among the high schools, colleges and universities in this region. It has been, is now and

should continue to be their purpose to work in the closest harmony, each contributing to and strengthening the other wherever and whenever it is possible. In so doing it is not necessary nor advisable that either shall become subordinate to the other.

2. It was agreed that the Western Intercollegiate Athletic Conference should be advised to take official action similar to that taken by the other intercollegiate athletic conferences that have already been approved by the North Central Association. This would mean the adoption of the following resolution:

BE IT THEREFORE RESOLVED that the Western Intercollegiate Athletic Conference hereby endorses the athletic requirement set up by the North Central Association of Colleges and Secondary Schools; and

FURTHERMORE, that we pledge that all members of this conference will be required to observe the North Central standards which are hereby made a part of the regulations, and that no member of this conference will hold athletic relations with any institution in the area of the North Central Association which may be dropped from the Conference for failure to abide by these regulations or which for the same reasons may be dropped from the accredited list of that Association because of violation of or failure to fulfill the aforementioned athletic standards.

3. It was agreed that the Committee on Athletics of the North Central Association should be advised to call a conference of representatives of approved athletic conferences for the purpose of defining the scope and the procedures to follow in making inquiries into the athletic policies and conditions of higher institutions.

4. It was agreed that the North Central Association should be advised to arrange to have one or more official representatives in attendance at occasional meetings of the approved intercollegiate athletic conferences in order that a better understanding of the athletic policies of the Association and of the conferences might be promoted.

5. It was agreed that the North Central Association of Colleges and Second-

ary Schools has the right to make its periodic inquiries into athletics in accredited higher institutions holding membership in an approved athletic conference, such inquiry to be made by representatives selected by the Association and approved by the Faculty Committee of the approved Athletic Conference and by the higher institution in which the athletic inquiry is to be made. In this connection, it is proposed that the Committee on athletics of the North Central Association define, in cooperation with representatives of the approved athletic conferences, the scope and the procedure of inquiries into the athletic conditions in higher institutions holding memberships in approved athletic conferences.

6. It was agreed that the reports on athletic conditions prepared by the representatives of the North Central Association should be referred by the Association to the approved athletic conference concerned for the information of the conference, provided, however, that such reports should not be submitted unless the conference expressed its desire to receive such reports and agreed to handle the information in a judicious manner.

7. It was agreed that the officials of an approved athletic conference might place at the disposal of the North Central Association information regarding unfavorable athletic conditions in colleges on the accredited list of the Association, especially when the assistance of the Association was needed in improving the athletic conditions.

8. It was agreed that the North Central Association should deal directly with a higher institution that was found guilty of violating the athletic standards of the Association, unless the higher institution was a member of an approved athletic conference that had enforced the athletic standards of the Association on the members of the conference.

9. It was agreed that the special com-

mittees of the North Central Association should submit these minutes to the Executive Committee of the Association with the request that steps be taken to insure the preparation of a series of proposals embodying the agreements set forth in these minutes, and that these proposals of the Association should be submitted at an early date to the Western Intercollegiate Athletic Conference.¹

The conference conclave as agreed upon was held in Chicago January 25, 1932. It was well attended and fairly representative of the conferences in North Central territory. Reports of the meeting are available for your consideration. The chairman of this Committee submitted the following memorandum which is here incorporated for present and future consideration.

*Intercollegiate Athletic Conferences and
The North Central Association*

Historically, the North Central Association was organized in the interest of scholarship and the relations of higher and secondary schools. During the first five years of its life and in very recent years some attention has been given to athletics as having a bearing on academic life and as touching an important relation of colleges and secondary schools. Conferences were organized primarily to im-

¹At a meeting of the Executive Committee of the North Central Association on May 9, 1931, the minutes were submitted for discussion. Special consideration was given to the proposal in the minutes that the Executive Committee should undertake to prepare a series of proposals regarding co-operation between the North Central Association and Intercollegiate Athletic Conferences. As a result of this discussion the President of the Association was directed to call a meeting of the members of the Board of Review of the Commission on Higher Institutions, the members of the Athletic Committee of the Association, and the members of the special committee that had conferred with the representatives of the Western Conference. The Executive Committee defined as the purpose of the proposed conference the consideration of the problem of the relation of the North Central Association to the numerous intercollegiate athletic conferences that are organized in the North Central territory. This Conference on the Athletic Policies of the North Central Association was therefore called as directed by the Executive Committee with representatives of several intercollegiate athletic conferences invited to participate.

prove the administration of intercollegiate athletics. Largely, these two domains are separate but inevitably they touch and overlap at some points. However, reverting to original conceptions may help to adjust the operations of the two types of organizations.

I. The purview of the North Central Association naturally includes a wide range of educational matters in which conferences are not directly concerned. The North Central Association, being occupied primarily with educational matters, is interested in the administration of athletics only in so far as athletics effect the educational programs of the institutions involved.

II. The purview of the conferences includes a number of diverse matters relative to the administration of athletics which are not within the traditional sphere of the North Central Association; viz., scheduling games, administration of games, regulations of practice and training, procuring athletic students, restrictions on non-collegiate participation in sports, rules of competition.

The North Central Association should not undertake to supervise in this area because of the intricacy and particularity of the matters involved and because of the necessarily generalized jurisdiction of the Association.

III. The third group of interests includes those overlapping matters of academic-athletic character in which both bodies are concerned, namely: (1) Educational and other qualifications of directors, instructors, and coaches in departments of physical education and athletics; (2) Academic standards for all students including athletics; (3) Proper proportion of time for athletics; limit to number of games per season, number of years of competition available to any one athlete, time on trips, etc.; (4) Character and credit of courses in coaching; (5) Proper emphasis and procedure in intercollegiate athletics on the part of the institutional administration such as, for instance, the allocation of funds; (6) Educational by-products of athletics; gambling, sportsmanship, and the whole range of character building effects; and (7) Recruiting and subsidizing athletics, particularly as the practice affects secondary schools and the choice of a college.

1. The North Central Association has already adopted what may be called minimum standards of athletic administration compatible with membership in the Association. These naturally include matters held in common in all of the conferences within the province of the Association, and presumably are those which influence academic standards.

2. The Association may be expected to deal

directly and finally with any institution within its province which is not a member of a recognized conference in matters pertaining to the minimum requirements.

3. For institutions within a recognized conference, the North Central Association properly administers its own devices for inspection and surveys in ascertainment of facts. Should it find the minimum requirements not being met by an institution, and if the institution should not be willing or able to conform when its attention is called to the discrepancy between standards and practice, then the matter might be officially before the recognized conference concerned, by special agreement with the conference. If the conference should not succeed in having the discrepancy satisfactorily adjusted, the North Central Association would then proceed to such final action as might be deemed advisable. The North Central Association should deal with its member institutions rather than with member conferences.

4. In all matters covered by the regulations of a recognized conference, the conference should use its own agencies and procedures. The North Central Association should accord such recognition to the results of these procedures as may be deemed appropriate under North Central standards. It may be doubted if the interest of institutions outside of recognized conferences and of smaller conferences would permit the North Central Association to adopt unquestioningly the findings and conclusions of any conference. Unless the North Central employs its own procedures for which it assumes full responsibility, colleges and conferences generally are not satisfied with the findings of the Association.

6. The character and origin of these bodies, conferences and Association, preclude any exact formulation of articulated administration of athletic matters between their executive officers and boards. A sort of gentleman's understanding as to their respective spheres of influence will lead to effective cooperation and possibly to a well known and respected unwritten constitution.

It seems clear that both bodies must deal directly with their member institutions; independently in independent spheres; cooperatively and with sympathetic understanding in overlapping fields of interest.

Having thus disposed of the more formal matters which should properly be included in this report, your attention is called to a particular and important aspect of intercollegiate athletics. STANDARD 5 reads, "Coaches should be regularly constituted members of the faculty, fully responsible to the administration."

When this standard was adopted in 1928 it was immediately the object of much criticism. It was agreed that it summarized current ideas of good practice in the constitution of the instructional staff in athletics. Criticism arose from the belief that we had come to place too much faith in the possibility of curing our athletic ailments by merely designating a coach as a faculty member. One is reminded of Lincoln's question, "If you call a lamb's tail a leg, how many legs does a lamb have?" Certainly calling a coach a faculty member does not make him so in training and professional attitude. The criticism of STANDARD 5 therefore has point and sting with respect to the fact that appointments of coaches to professorships frequently violate the high standards which apply to other appointments. One vigorous critic says, "The appointments are 'phoney,' as professor-coaches are a false front."

Most of us are inclined to believe that the criticisms above mentioned have some foundation. They justify an admonitory statement. A fair interpretation of STANDARD 5 requires institutions to determine the faculty status and rank of coaches with regard to the same high standards which should prevail in making all appointments to faculty membership. Institutions are furthermore reminded that the standard is no panacea and is subject to abuse. Nevertheless it is in force. Its application contemplates a certain ideal situation in which the coach and the intercollegiate athletic program are a part of the whole educational opportunity of an institution. A portrayal of that ideal situation will give you an opportunity to compare it with reality in your respective institutions and so in the end to determine the ultimate value of the standard. You are, therefore, asked to consider the coach, his professional standing, his opportunity and responsibility as a faculty member, or, if you please, an educator.

Occasionally I read or hear some dreadful pronouncement on the abolition of athletics. This point of view is usually expounded with some venom and vigor by one who does not believe in them. It is a rhetorical device, a hobgoblin, built up for the purpose of being demolished. One cannot talk seriously about abolishing athletics without applying his mind to the impulse from which athletics arise. To talk about abolishing that impulse is quite like a dissertation on the abolition of human nature. No sane man cares to consider the abolition of an essential quality of boyhood and of young manhood. No one really wants to ignore the boyhood of a boy. This is not because we believe that boys will be boys but because we know that boys are boys and will become men. There are, I admit, those who view with alarm the incorporation in the educational program of any organized provision for expression of the athletic impulse. At this point epithets are substituted for arguments. The thing is called a "machine." Further thinking becomes unnecessary unless one remembers that one cannot destroy our desire to plan and to organize for expression of the urge to athletics without first destroying our devotion to boys and girls and our desire to make that devotion intelligent.

Education apparently requires a certain amount of intelligently devised machinery. Therein lies a real peril to athletics and to all phases of the educational process, the process by which boys become men and men become better men. In this respect education simply shares our common fate. We live in an age of machines. It is so easy to standardize machines. The result is that our very lives, including the educational process, are standardized, conventionalized, and mechanized. We judge the worth of institutions and individuals by conformity to a standardized process. Responsive to that situation education has issued a

declaration of independence. New judgments of worth are being devised. In the new day, which is not far distant, education will be judged not in terms of its necessary machinery but in terms of product and performance. This is quite rational. Automobile manufacturers may standardize processes of production as much as may be necessary. The public will continue to judge a car not by inspection of the factory in which it was produced but by its performance.

Our failure to judge an educational process by performance of the product frequently leads to absurdity. For illustration, suppose I present a boy who can run one hundred yards in eleven seconds and ask credit for the record on the basis of demonstration. Then suppose that the record keepers, being afflicted with standarditis, say, "Well, maybe he can. But first let us ask questions. What is the endowment of the school in which he is enrolled? How much equipment has it? How many hours did he practice? Did he run on a cinder track and did he run in trunks and have spikes in his shoes? And what about his coach?" On being told that he had no coach, practiced at odd hours, and ran with bare feet in his pants on a dirt road, the standardized reply is obvious and ridiculous: "He cannot run a hundred yards in eleven seconds or ten seconds or twenty seconds. So far as we are concerned he cannot run a hundred yards. Demonstration denied." We do almost that sort of thing in the classics, and in social and physical sciences, but are not quite so foolish in athletics. Nevertheless, athletics do suffer from standardization and elaboration of rules and regulations. Liberty and not law is the way of life for athletics just as it is for any other phase of the educational process. For athletics, for education, for life itself there is one supreme law. It is the perfect law of liberty which is a particular application of the general law of love and its emphasis

on the worth of individuals. Athletics will prosper as education itself will prosper under the inescapable authority of the love of excellence. What then will become of our beloved rules? Oh, we shall keep them, if we choose, just as we have stop and go signs not to hinder but to expedite traffic. Those who study unceasingly to create numberless unreal distinctions between professional and amateur and multiply rules in restraint of the impulse to athletic competition are like those who worship traffic signals and forget all about the destination. No elaboration of organization for control of athletics is any substitute for incorporation of the physical education and athletic programs in the whole plan of education that is directed toward and measured by the excellence of its product. Such a program will demand of institutions little more than honesty, intelligence, and independence, these three, and the greatest of these is independence. Honesty: actually doing what institutions pretend to do whatever that may be. Intelligence: adaptation of means to ends in any effective manner. Independence: freedom from "outside" control.

The place of the coach in this ideal picture is easily determined. It is an honorable place because education itself is an honorable profession. Professors and department heads and deans do not have committees and boards to control them and to devise endless rules to govern them. Self-respecting professional men are controlled but not in that fashion. They are self-controlled. The coach is no hireling. He sits in the faculty "first among equals." The rules to which he submits are those of the profession of education to which in the choice of a life work he has sworn allegiance and to the observance of which he is inwardly dedicated and outwardly devoted. And if he fails, if the net result of what he does destroys or does not develop human life in the process of education, then, I

would not penalize his pupils who have suffered enough already. I would disqualify the coach for malpractice of his profession as shyster lawyers are disbarred, and quack doctors are put out of practice, and hypocritical preachers are unfrocked. This is a thing that coaches can do for themselves a good deal better than any one can do it for them. They hold in their own hands the development and destiny of themselves and their profession. What the members of this profession need is not control but self-control and self-expression. What their program needs is not curbing and restraint as outside activities are curbed and restrained, but incorporation in the program of education. And if any timid soul now arises to view with alarm a picture of unrestrained and ruinous athletic competition, I can only reply that he has failed to visualize the honorable coach, a professional man, high minded and highly trained, a man of principle in theory and in practice. Such a man given freedom in the conduct and government of his department presents no problem of government in the university. J. S. Mill well states the problem which university presidents and governing boards can solve well, and solve only by the appointment of proper men to positions of executive responsibility in departments of physical education and athletics. "The great problem of free organization is the art of choosing leaders with superior wisdom, absence of egotism, truthfulness and moral sympathy." There is no better solution of the problem of athletics because it is the only solution. All other solutions are temporary expedients. And there is no better description of the ideal coach. He is a professional man, an educator, a man of "superior wisdom, absence of egotism, truthfulness and moral sympathy." STANDARD 5 contemplates the appointment of such a man as a "regularly constituted member of the faculty." If this one standard should ever

realize itself in such appointments, no other standards for athletics would be necessary.

RECOMMENDATIONS

Before presenting the first and second recommendations it may be well to reiterate our policy with reference to approval of conferences. Approval of a Conference means that the North Central Association will so far as possible, that is so far as the Conference is willing and in so far as it is organized for action, work through the Conference without, however, relieving the Conference in the last analysis from direct responsibility to the North Central for fulfillment of North Central Standards. Furthermore, the North Central Association must depend on Conferences for recognition of North Central decisions in making a schedule of games.

There are now seven approved conferences, namely: Intercollegiate Athletic Conference of Faculty Representatives, Rocky Mountain Faculty Athletic Conference, Missouri Valley Intercollegiate Athletic Union, Minnesota Intercollegiate Athletic Conference, Central Intercollegiate Athletic Conference, Midwest Intercollegiate Athletic Conference.

Four Conferences have adopted the model resolution and applied for approval by this Association. They are: (1) the Buckeye Intercollegiate Athletic Conference (Denison University, Wabash College, Ohio Wesleyan University, Miami University, Ohio University, the University of Cincinnati, DePauw University, Wittenberg College); (2) the Iowa Intercollegiate Athletic Conference (Buena Vista, Central, Columbia, Iowa State Teachers, Iowa Wesleyan, Luther, Morningside, Parsons, Penn, St. Ambrose, Simpson, University of Dubuque, Upper Iowa, Western Union); (3) Wisconsin Intercollegiate Athletic Conference (Beloit, Carroll, Lawrence,

Tipton); and (4) the Nebraska College Athletic Conference. It is recommended:

1. That we recognize with approval the actions as set forth in the 1932 report of the committee of Physical Education and Athletics of the Buckeye Intercollegiate Athletic Conference, the Iowa Intercollegiate Athletic Conference, the Wisconsin Intercollegiate Athletic Conference, and the Nebraska College Athletic Conference; that the North Central Association agree to cooperate with these conferences; and that the North Central hereby record its belief that the cooperation between the conference and the association will strengthen the administration of standards to which we are jointly committee. (Adopted)

2. That the actions of an intercollegiate athletic conference pledging conformity to our requirements as set forth in the Model Resolution may be approved by the Board of Review on recommendation of the Committee on Physical education and athletics.

Responsive to this recommendation, which was presented to accommodate pending negotiations with the Missouri Educational Conference and the Indiana Intercollegiate Conference, the following substitute motion of Dr. C. H. Judd was adopted: "We welcome very cordially the cooperation of those conferences that agree with us in the principles enunciated in our standards and hereby declare our intention to cooperate with them as vigorously as it is possible for us to do."

STANDARD 4 reads, "Personal solicitation of prospective students by athletic coaches through the offering of any special inducements as are indicated in Sec-

tion 3 above is not permissible." It is recommended:

3. That STANDARD 4 be amended to read, "Personal solicitation of prospective students by athletic coaches through the offering of any such special inducements as are indicated in Section 3, or by any other means is not permissible." (Adopted)

The Commission on Secondary Schools has passed the following resolution:

Whereas the investigations of the Carnegie Foundation have revealed the existence of recruiting of schoolboy athletes and subsidizing these boys by many colleges, and organizations and groups associated with them,

And, whereas information obtained from other reliable sources has convinced the committee that such practices are going on today in certain colleges of the North Central Association,

And, whereas the committee is acutely conscious of injurious effects thus produced upon the character and attitude of boys concerned and upon the reputation of the colleges and the high schools,

And, whereas the administrative officers of both colleges and high schools are in general aware of these practices and in certain instances have exercised effective measures of restraint;

Therefore, be it resolved:

First, that the Commission on Secondary Schools of the North Central Association hereby express their disapproval of the practice of recruiting and subsidizing school boy athletes;

Second, that the principals and superintendents of member schools unite in a program of constructive education of their boys against such practices.

It is therefore recommended:

4. That the Commission on Higher Institutions cooperate and collaborate with the high schools to discourage recruiting and subsidizing either by their athletic representatives, alumni or other individuals and groups. (Adopted)

FLOOR DISCUSSIONS ON ATHLETICS¹

Chairman Gage: We had an appropriation of \$10,000 from the Carnegie Corporation to support the work of this Association in connection with athletics. When the standards were adopted it seemed best, as soon as we could, to test their application over the whole territory. For that reason and other reasons the territory, as you know, was divided into three districts and last year one-third of the institutions had this special complimentary inspection. One-third of the institutions this year have had an inspection of their conformity to the standards on athletics, also complimentary. Now one-third of the institutions have not received this compliment and we want to get money to do the rest of the work. Records for the inspections this year and last year have been kept. They are very valuable records and when the inspections and studies next year have been completed we shall then have the material from which to produce a picture of the situation with reference to physical education and athletics throughout the entire territory. The Carnegie money has been exhausted. The Association itself will be able to devote some money for support of the work of the Committee on Athletics, from \$500 to \$1000. I presume that the business of inspecting one-third of the institutions next year will cost from \$3500 to \$4000, and maybe a little more than that. You are asked to refer this as a problem of business to the Special Committee on Athletics. Your voting that would really mean not only that the committee is instructed to get this money, if

it can (and it isn't certain that it can), but it would also mean that you want us to go on with the work.

President Zook, is there anything more I should state in addition to that?

Vice-Chairman Zook: No, except that, of course, as a member of the committee and Commission, I feel very much interested in what has been done and believe that it has been of tremendous value and that we should continue this particular method of complimentary inspections for at least one more year. Following that, I do not know what may be our procedure, but I hope we shall be able to secure enough money to complete the triennial inspection.

Chairman Gage: Do we have a motion on that?

Mr. Prunty: I so move. (The motion was regularly seconded.)

Chairman Gage: It is moved and seconded that the recommendation be adopted.

President Elliott: Is there any way of making a record of a sentiment that, in view of the extraordinary importance of completing this inspection, and in the event the Committee on Physical Education and Athletics or the Committee on Finance should find it impossible to provide a sufficient amount of money, whether we could not advise the executive organization of this Commission that it was the sense of the Commission that the cost of such inspections should be assessed directly upon the institutions inspected.

Chairman Gage: We are glad to get that expression of sentiment from you, President Elliott.

President Elliott: Assuming that your committee has final authority somewhere and you want to secure guidance here;

¹The discussions presented here are taken from the stenotype reports of the meeting of the Commission on Institutions of Higher Education, held Wednesday afternoon, March 16, 1932. They followed the formal report made by the Committee on Athletics.—THE EDITOR.

that is, if the Finance Committee felt that this Commission was in favor of assessing the whole thing back on the institutions.

Chairman Gage: It would seem to be somewhat unfair to the remaining third of the institutions that two-thirds of them have had the benefit of this free service, and that the remaining third should be charged.

President Elliott: Some didn't get any benefit out of it, we recognize that. (Laughter)

Vice-Chairman Zook: I think one additional word of explanation might be made. You have heard this afternoon of ten, I think, reinspections on athletic matters and the recommendations adopted. For President Elliott's comfort I might say that these institutions that are to be reinspected expect to pay the \$50.

Chairman Gage: I do feel this in regard to getting this money. If we cannot find some philanthropist who is willing to raise or provide \$2500 or \$3500 for this work next year, I think it is so important that the executive officers of the Association should devise some way whereby the work may be carried on to completion.

President Elliott: Is it proper to present a motion on that score? Would that clutter up the machinery?

Chairman Gage: I think it might. You see, President Elliott, if I ask somebody to give this money, I have to say, "There is no other way to get it if you don't give it to me."

President Elliott: I don't think we should place all of our dependence upon philanthropy now. It is rapidly coming to a vanishing point. It is highly important that our program not be interrupted; therefore, while I don't pretend to protect the philanthropists, I am moving that in the absence of other funds which may be available for the Commission in this inspection, that it be the sense of the Commission that it is not unreasonable

to expect the inspected institutions to pay the full cost of such inspection.

Chairman Gage: Is there a second?

Vice-Chairman Zook: I second the amendment.

President Wriston: May I amend that by making it apply to the membership of the Association and thus the two-thirds who have had the benefit will participate in that. (The amendment was regularly seconded.)

Vice-Chairman Zook: I should like to say one thing further. I believe that the finances of our Commission will stand some addition because you have observed that we have admitted a certain number of new institutions, all of whom pay \$50 each, and the amount of money which has been used by the Committee on Music and the Committee on Junior College Accrediting ought to be available for some other purpose.

I haven't had occasion or opportunity to inspect our finances, but I should say that we ought to be able to devote a considerably larger sum of our own finances to this work than we were able to do last year.

Chairman Gage: Are there any other remarks? I have an amended motion before me. It would press me hard now and require a little subtlety to state just what the motion and amendment is. It has been amended not as a change in the recommendation or that this be referred to the committee but with the addition that, if we cannot get help from the outside, the assessment be made on the general college membership of the Association. I will take the vote first on the amendment.

President Lucia R. Briggs (Milwaukee-Downer College): May I amend the amendment, that it shall not include colleges which do not have intercollegiate athletics?

Chairman Gage: I have here a communication from the women's college organization; it just came in yesterday

through the Secretary, addressed to the special Committee on Athletics, asking us to give a great deal of attention to the intercollegiate athletic program in order that we may assure ourselves that the budgets of the institutions are not robbed in behalf of the intercollegiate athletics for men but that women may get their full share. (Laughter.) That is a formal communication to us.

President Wriston: I second the amendment.

Chairman Gage: We will vote on Miss Briggs' amendment. You may make as many as you want to if the Secretary will just write them down. Miss Briggs' amendment is that the women's colleges are to be exempted, the colleges that have no intercollegiate athletics. All in favor

of that amendment will signify by saying "aye."—Opposed? (No decision.) All in favor will rise. (Twenty-two.) All opposed to exempting these colleges will rise. (Four.) Now are we ready to vote on the first amendment? (The question was called for.)

Chairman Gage: All in favor of the first amendment as presented by President Elliott will signify by saying "aye." Opposed?—All in favor will rise.

Member: Where does President Wriston's motion come in here?

Chairman Gage: That was accepted by President Elliott. Now all opposed will please rise.—It is carried.—Now are you ready to vote on the original motion as amended? (The question was called for, was put to a vote and carried.)

ATHLETICS IN SECONDARY SCHOOLS¹

A Committee Report

E. E. MORLEY, Chairman, *et al.*

THE new investigations of this committee in 1930-31 were confined to discovering the extent of agreement among member schools of the North Central Association regarding questions of policy and practice in the administration of interscholastic athletics. In spite of the fact that athletics in general and specific policies of administering athletic programs in particular are highly controversial subjects, there was surprising unanimity of opinion regarding most of the significant questions raised. Some of these matters on which general agreement was expressed might be reviewed here as a starting point for the 1932 report.

1. The universal acceptance of interscholastic competition in sports and games as a desirable part of the school program is indicated by the large number of member schools supporting athletic teams. To illustrate, out of 1751 schools cooperating in the study, 1323 maintained teams in heavyweight football, 380 in lightweight football, 1644 in basketball, 630 in baseball, 1277 in track, 178 in cross-country, 40 in boxing, 196 in swimming, 584 in tennis, 400 in golf and 111 in wrestling.

2. The extension of North Central policies to include the field of interscholastic athletics was favored by 1278 schools, or 73 per cent of those replying.

3. On the matter of limiting the number of games or meets scheduled by any school, 1182 or 75 per cent of those answering the question favored a limit of one game per week during the playing season.

4. The theory that school athletics should be conducted so as to contribute to the cardinal objectives of secondary education was subscribed to by more than 90 per cent of all the member schools.

5. All of the six policies proposed by the committee for emphasizing educational and sportsmanship values of athletics were overwhelmingly approved.

The explanation of such general agreement on these matters may be found in the fact that the answers were furnished in almost every case by the responsible administrative officers of the schools. The principals and superintendents in charge of North Central high schools must view all phases of their school programs in the light of accepted educational objectives.

As a direct outgrowth of the 1930-31 study, the Commission on Secondary Schools adopted a regulation, a standard and six recommendations governing athletics at the March meeting last year. These have been incorporated into the annual report blanks and now form a part of the basis for accrediting member schools. Whether or not this action has resulted in any improvement or change, it has served to call the attention of principals to the fact that the athletic policies of their schools are a factor to be considered in deciding whether or not they shall be accredited.

In the course of the committee's work, it has become increasingly evident that to obtain the best results, it was necessary to secure the guidance and advice of practical men directly concerned with athletics. There must be agencies to interpret North Central policies to the

¹This report was made to the Commission on Secondary Schools, March 16, 1932, by a special committee of its own creation.—THE EDITOR.

schools and to observe and report back the reception of these policies in the field. Likewise the need was strongly felt for a steadying hand to restrain the tendency to move too fast or to invade fields not ready for consideration.

Accordingly, at the request of the original committee, five additional members were appointed, including the president, the secretary-treasurer, and three members of the executive committee of the National Federation of State High School Athletic Associations. The complete personnel of the committee now combines the viewpoints of the state athletic associations, the state departments of education, the city superintendent's office and the high school principal. The influence of the new members has been both helpful and encouraging. Their interest has been expressed in suggesting the line of study pursued this year, in attending a called meeting of the committee in Washington and in furnishing pertinent suggestions and data. Wide publicity of the work of the committee was also secured through a report made by the chairman last month before the National Federation in Washington. Several state secretaries at that meeting from other accrediting associations obtained copies of this report to be published in their athletic bulletins.

Thus far, therefore, the progress of the committee on athletics may be summarized briefly as follows:

1. It has harmonized conflicting opinions (and prepared) an acceptable statement of North Central policy on a number of important phases of athletics in secondary schools.

2. It has secured the active cooperation of the state athletic organizations in the promotion and fostering of these policies. Full reports of the committee's work have been published in most of the state athletic bulletins in the North Central Association and in many states outside North Central territory.

3. It has secured the incorporation of some of its most important findings as standards and regulations for accrediting member schools.

The main subject of study this year has been that of problems arising from recruiting and subsidizing promising high school athletes by colleges and those interested in building up winning athletic teams in colleges. A great mass of information has been placed at the disposal of the committee, much of which is significant but not usable at present for obvious reasons. For the purpose, however, a large part of Chapter 10 in the Carnegie Study on College Athletics can be quoted to justify the recommendations which will appear later in this report.

The Carnegie report lists and names examples of the following kinds of recruiting on pages 230 to 240:

1. Correspondence from school-boy athletes. Such correspondence may be initiated by the boy himself or by the college. It represents a type of "shopping around" indulged in by many high school boys who set out to market their athletic prowess to the highest bidder. Letters of this kind were found in the files of college athletic departments, alumni secretaries, administrative officers and with persons beyond the immediate jurisdiction of the college.

2. Circulars and advertisements stressing particularly the opportunities and advantages offered in athletics.

3. Solicitation in person accompanied by the entertainment of boys at the college. This practice is often indulged in by representatives and members of the college coaching staff and by active alumni. The report states that recruiting by alumni is almost always done either under the direction of or with the full consent of the college athletic department. The help of the alumni in recruiting often takes the form of complimentary dinners to schoolboys or the distributing of complimentary tickets to college games.

4. Solicitation by college fraternities—carried on primarily to secure as members those boys who give promise of reflecting glory upon the "House." The report goes on to say that "in spite of the efforts of a few teachers and principals who have comprehended its dangers, the effect of recruiting upon the character of the schoolboy has been profoundly deleterious.

Its effect upon the nature and quality of American higher education has been no less noxious."

On page 240 and following are listed the various forms of subsidizing athletes which are in fact the basis for most of the recruiting done. The extent to which subsidizing athletes is practiced may be inferred from the fact that 81 of the 112 institutions visited gave financial assistance or concession of one sort or another to athletes.

Some schools provide jobs or secure part-time employment either in the school or outside. Others offer loans and scholarships or training tables. "When examination of a list of scholarship holders reveals," says the report on page 254, "that practically every important athlete at the institution enjoys a scholarship, the fact points to the use of general scholarship aid as an athletic subsidy." The attention of the committee has been directed to more than one college where over 90 per cent of the athletes on the varsity squads are now actually receiving the benefit of scholarships.

The case of one boy who was graduated in June, 1931, may be quoted to illustrate the restraining effect of the current economic depression upon the distribution of financial benefits to athletes. He was a capable scholar as well as an outstanding athlete. He was given the opportunity of competing in an examination for a scholarship in the local college, which he won on merit. Then an offer came to pay his expenses in another college. He accordingly surrendered his scholarship which went to a boy in another high school, and accepted the new offer. After about three weeks, however, the person who was paying his way failed and he was forced to come home. He is now enrolled in the local college, working afternoons and Saturdays and Sundays at a filling station to meet expenses. The pinch of reduced income has likewise greatly lessened the recruiting activities of many business men who have

been more zealous than discreet in their efforts to maintain the athletic traditions of "the old school."

In the judgment of your committee, these statements may be interpreted to mean: first, that recruiting and subsidizing are actually practiced by colleges or, at any rate, with the knowledge that it is being done; second, that high school principals are equally aware of what is going on among their own boys; third, that neither the college nor the high school can be unconcerned over the effect which is being produced upon boys who thus come under the influence of rival subsidizers; and finally, that the honest and conscientious cooperation of both secondary school and college is necessary to curb the practice if the best interests of all parties concerned are to be safeguarded.

Therefore, we submit concurrently with the committee on athletics of the higher institutions the following resolution:

Whereas, the investigations of the Carnegie Foundation have revealed the existence of recruiting of schoolboy athletes and subsidizing these boys by many colleges, and organizations and groups associated with them,

And, whereas information obtained from other reliable sources has convinced the committee that such practices are going on today in certain colleges of the North Central Association,

And, whereas the committee is acutely conscious of injurious effects thus produced upon the character and attitude of boys concerned and upon the reputation of the colleges and the high schools,

And, whereas the administrative officers of both colleges and high schools are in general aware of these practices and in certain instances have exercised effective measures of restraint;

Therefore, be it resolved:

First, that the Commission on Secondary Schools of the North Central Association hereby express their disapproval of the practice of recruiting and subsidizing schoolboy athletes;

Second, that the principals and superintendents of member schools unite in a program of constructive education of their boys against such practices; and

Third, that the Secondary Commission invite the Commission on Higher Institutions to cooperate and collaborate with the high schools to discourage recruiting and subsidizing either by their athletic representatives, alumni or other individuals and groups.

In addition to this recommendation, your committee suggests the following modifications in the wording of REGULATION 5 and STANDARD 10.

Cross out the word "new" and the words "and recommendations" in REGULATION 5 so that it reads:

"No school will be accredited whose program of interscholastic athletics is not in accord with the standards of the association or is under discipline for violating any regulation of the state athletic association."

Amend STANDARD 10 to read as follows: "No accredited school shall participate in any national or interstate meet or tournament not approved by the National Federation of State High School Athletic Associations nor in any state or local tournament or meet not sanctioned by the State High School Athletic Association. Accredited schools not eligible to membership in the State Athletic Association are excepted."

We propose the following measures to encourage the member schools in the observance of North Central policies and standards governing athletics:

1. Request state chairmen to consult the state athletic associations regarding the athletic status of new schools applying for admission and schools that have been dropped and are asking reinstatement.

2. Request the executive officers of state athletic associations to furnish information regarding any disciplinary action against member schools of the North Central Association.

3. Request the committee on blanks to include an extra page to secure more specific information regarding the conduct of athletics in member schools.

The committee further suggests its continuance for another year and that state chairmen be asked to forward the completed blanks on athletics to the chairman of the athletics committee. To meet the expense of tabulating and summarizing this study the committee requests an appropriation of three hundred dollars.

WORK OF THE COMMITTEE ON REVISION OF STANDARDS FOR HIGHER INSTITUTIONS IN THE ASSOCIATION

GEORGE F. ZOOK

President, University of Akron

THE Committee on Revision of Standards for higher institutions has been at work for a little over one year. The study, as is generally known, was made possible by a grant of \$110,000 from the General Education Board supplemented by an appropriation of \$25,000 by the Association. This fund became available July 1, 1931. While some preliminary work had been done prior to that time, the active work began in the summer and fall of that year.

The main committee, which is composed of fifteen persons representing various types of institutions, after extensive discussion, authorized the appointment of an executive committee which should make plans for the study and supervise the conduct of it. The Executive Committee is composed of President L. D. Coffman, *Chairman*; and Dr. Charles H. Judd, President H. M. Gage, Dr. W. W. Charters, and President George F. Zook.

The Executive Committee at once placed the active conduct of the work in the hands of a group of three men: M. E. Haggerty, Floyd W. Reeves, and George F. Zook. Several other men including Dean D. H. Gardner, Dr. John Dale Russell, Dr. James G. Umstattd, and Mr. Hugh G. Gregg have given substantial amounts of time to the conduct of the work.

In developing its procedures, the Committee in Charge of the Study early decided that it would be necessary to select a representative group of higher institutions for intensive study. Accordingly, about sixty institutions, several of which are not now accredited by the Associa-

tion, were chosen for this purpose. This list comprises institutions distributed over nearly the entire North Central area. Among them are liberal arts colleges, junior colleges, state universities, teachers colleges, Catholic colleges, etc. Representatives from nearly all of these institutions met in Chicago in December, 1931, and were informed of the plans for the study in some detail.

During the fall of 1931, schedules were drawn up to serve as a basis for securing data from the cooperating institutions; and a few preliminary visits of an experimental nature were made. Early in the spring of 1932 the regular field work began, and it is now proceeding as rapidly as possible. Dean Haggerty, Dr. Reeves, Dean Gardner, and Mr. Gregg are spending from one to three days at each institution, where they are securing a large part of the necessary information on the ground. It is expected that all of this visiting and some of the tabulation of results can be completed before June, 1933.

The Committee's plans include a varied program in order to get at the quality and the results of the educational process in these institutions. I shall list a number of them, but not with any intention of evaluating their relative importance or their practicability in the future process of accrediting.

1. *The testing program.* In September, 1932, the sixty institutions which are being studied intensively were asked to give the 1932 American Council on Education intelligence test. The papers and the results will be available to the Committee in Charge of the Study. In May, 1933, the same institutions will give a

series of subject matter tests selected by the Committee. The exact tests have not yet been determined, but they will very probably include at least a reading examination and tests in social sciences, modern European languages, and natural sciences. The results of these tests will supply certain objective comparisons which should be helpful in evaluating present standards and in helping to formulate new ones. For example, if there is a low or a high correlation between the scores attained by institutions on these tests and, let us say, faculty preparation or endowment, it should have a bearing on the validity of these standards, respectively. On the other hand it should be remembered that the results from any single test of this kind, or even a battery of them, may be open to considerable difference of opinion as to significance. Dean Haggerty pointed out this fact in his statement before the Commission on Higher Institutions last year.

In one quarter there is perhaps more question as to the use of tests than in any other. I refer to the field of mathematics. Accordingly, an arrangement was made with several recognized leaders in this field for some kind of substitute study which would have their support. The project was essentially an evaluation of the final examination questions and papers of all the courses given in mathematics at each of the sixty institutions which were being studied intensively. The final examination questions, papers, and grades were all assembled at the University of Minnesota, where a jury of leading mathematicians made a careful evaluation of them, institution by institution, during the past summer. They have now submitted their findings. The report is a very interesting, perhaps significant, document. The persons engaging in the study believe that it would be a feasible device to use in regular accrediting procedures. Whether this method may or may not be used in the future, it does

indicate that the Committee is attempting to give every well considered procedure for evaluating the effectiveness of institutions a fair chance to demonstrate its possible usefulness in the accrediting procedures of the Association.

There are, of course, certain other tests now being given almost universally, as for example, the premedical test of the National Council on Medical Education, which may also prove to be useful in the Committee's work.

2. *A study of the success of college graduates.* Under Dean Haggerty's supervision a project is being developed at the University of Minnesota for a study of the success of the graduates of colleges in American graduate schools. The study will cover the graduates of these colleges for a period of years and should prove to be useful in helping to judge the quality of undergraduate work done at the respective institutions.

3. *Special study of the library.* It was felt early in the investigation that the library might well be made the subject of a special study. This project is being developed by Professor Douglas Waples of the University of Chicago. It will deal with the adequacy of college libraries in terms of the courses of study which are being attempted by the institutions and with the use of the library by faculty and students. Physical features and administration will come in for examination also. The chief purpose will be, of course, to ascertain what aspect of the library correlates closest with evidences of excellence and effectiveness elsewhere in the institution.

4. *Study of college teaching.* Much of the objective information that is being gathered, as well as the results from most of the tests, bears on the problem of effectiveness in the teaching process in the respective institutions. Nevertheless, the proper measurement of teaching in college remains one of the most baffling problems to be solved. The Committee

is determined to do everything possible in order to work out a method of identifying this very elusive quality. Tentative arrangements have been made to secure a qualified person who will devote a considerable period of time to this aspect of the study. The details have not yet been worked out.

5. *Objective data.* The men who are visiting the sixty institutions are securing a large amount of objective data at each institution relative, for example, to finances, faculty preparation, teaching load, building and equipment facilities, admission of students, and a host of other familiar subjects. Through this process we should be able to compare for experimental purposes the ratings of institutions on endowment, income, expenditures, and salaries with numerous other factors, including tests, success of graduates in graduate schools, or indeed any evaluation of the quality of the educational process and results in the several institutions.

Under this heading I shall call attention to one or two examples among a long list of possible ones. Dean Gardner is securing extended first-hand information concerning the admission practices of the several institutions and their respective methods of handling the whole student personnel program. At the conclusion of this study it should be possible to determine not only the relationship between the several aspects of this problem, but also the significance of the entire program in relation to other qualitative measures which will be applied in the institutions.

Dr. Reeves will be able to show what the relationship between endowments, per capita expenditures, etc. is with all types of quality measurements, including tests and independent personal judgments as to institutional characteristics.

There are many other examples of similar character, but these are perhaps

sufficient to indicate the possibilities in the use of objective data.

6. *Evaluation through judgment.* No amount of objective data relative to the work of an institution will ever be sufficient to gain a complete picture of it. Some aspects of an institution do not lend themselves to evaluation through this process. Moreover, one constantly has the problem of weighting the importance of the several aspects of an institution and the significance of the several types of objective data in order to secure a composite picture of the entire institution. In other words, no matter how excellent may be the objective measures of institutional facilities, processes, or results, the element of judgment as to the qualities of an institution continues to be of very great importance.

One of the important aspects of this study is to determine how closely the judgments of three men acting independently and with various types of information in hand will correlate with one another and with the various types of objective data. Comparisons of this kind will be worked out with great care.

7. *New standards for experimental trial.* At a meeting of the Executive Committee during the past summer it was decided, on the basis of our study of the situation to date, to formulate an entirely new set of standards or criteria for experimental purposes and to try them out on a restricted number of institutions prior to the annual meeting in March, 1933. The present financial crisis in a number of accredited higher institutions was a contributing factor in bringing about this decision.

The procedure for this experiment will be as follows. To all institutions applying for accrediting and to all those which are subject to reinspection prior to the annual meeting in March, 1933, a supplementary schedule will be sent requesting information relevant to the manner in which these institutions meet the experimental

set of standards. This schedule will supplement the regular questionnaire now in use.

It should be kept clearly in mind that institutions which meet the present standards will, of course, be accredited through the regular procedure. So far as accrediting is concerned, the experimental criteria will be applied only where an institution is clearly deficient in meeting present standards in one or more important respects. There is already considerable precedent for this procedure in the accrediting of institutions on the basis of a survey, where they are deficient in some important respect, usually the endowment requirement.

As soon as the returns have been made by these institutions, the Committee in Charge of the Study of standards in cooperation with the Secretary of the Commission will select fifteen institutions which will be visited by a committee of two or three men who will secure all the information and impressions possible in order that they may be able to render an intelligent judgment as to the quality of the work being accomplished in each institution. On the basis of this report the Board of Review will be in a position to consider the accrediting of a number of institutions which are deficient in meeting present standards.

This procedure leads to certain observations concerning the problem of accrediting in the future. It is quite possible that the new standards will be considerably more general in character than those now in use. If our measurements in the future are to be more qualitative in character, we shall inevitably pay less attention to institutional mechanics. An institution will have greater latitude in organization, but it will be inspected for qualitative results.

As has already been pointed out, the testing program may offer certain possibilities in the long run. Due to several factors a testing program will not be

feasible in this experimental project. In effect it constitutes an experiment, therefore, in which three men attempt to evaluate the qualitative work of an institution through a study of information and personal impressions which they secure largely on the ground.

Eventually we shall be faced with the problem of deciding what weight to give to ratings of institutions respectively on the basis of objective tests and results, and what weight to give to the judgment of important but intangible factors by persons who conduct inspections.

This problem raises the further question as to whether the improvement of inspection procedures is not a problem of something like equal importance with that of improving standards. One should possibly hesitate to speak of this in the face of the very excellent work which has been done by a long line of sacrificing individuals, who have never been compensated financially for these institutional inspections. Nevertheless, it is easy to see that it is exceedingly difficult to secure a comparable basis for considering the cases of institutions for accrediting when the inspections are made by so many different individuals. Furthermore, if it proves desirable to write the new criteria in more general terms than those now in use, it becomes much more important that the inspections be done on a more thorough and more comparable basis, and that the combined judgment of two or more individuals who may be called upon to inspect a number of institutions be more largely accepted than is possible at the present time. Longer study of institutions on the ground by more than one individual, as is now done in the surveys of institutions, may therefore not only prove necessary under the new standards but of something like equal importance with the new standards themselves in the actual process of accrediting. Professor Reeves gave an excellent statement of this problem before the Commis-

sion on Higher Institutions at the last annual meeting. (See September, 1932, issue of the *QUARTERLY*, pp. 202, 203.)

Hence the experimental procedure with new type criteria should prove valuable as a means of enabling the Committee on Standards to arrive at conclusions. At the same time it should enable the Association to consider intelligently the cases of a number of institutions for accrediting whose status is perhaps now in temporary jeopardy due to the economic depression.

8. *Special problems.* A number of special problems have been assigned to the Committee from time to time. Among the more important problems are:

a. The thirty semester hour limitation on extension work which may be accepted toward a degree.

b. Further investigation relative to the abolition of the class size standard. The Committee took advantage of the numerous significant studies in this field to recommend the abolition of this standard at the last annual meeting. The recommendation was adopted, but the Committee was requested to continue its studies of this subject.

c. The amount of vocational experience which should be allowed toward the baccalaureate degree.

d. The financial equivalent of contributed services in Catholic institutions.

In several instances it will doubtless prove very difficult for the Committee to make acceptable recommendations until it can arrive at a satisfactory basis for the entire problem. It should then be possible to suggest solutions for these particular questions in line with the general tenor of the report.

THE WORK OF THE COMMITTEES OF THE COMMISSION ON UNIT COURSES AND CURRICULA¹

THOMAS M. DEAM

Joliet, Illinois

THE constitution of the Association provides that the work of the Commission on Unit Courses and Curricula be that of defining courses of study in the various subjects. In the past five years this Commission through committees has produced and had published in the *QUARTERLY*, studies in most of the subject fields of Secondary School Curricula. The March, 1927, number of the *QUARTERLY* contains illustrative types of materials in the fields of English, French, elementary science, biology, physics, chemistry, home economics, and physical education. The March, 1928, number of the *QUARTERLY* contains studies illustrating the kinds of materials that the Commission thinks should go into the organization of subject matter in mathematics, social studies, Spanish, German, agronomy, art, and music. The March, 1929, number of the *QUARTERLY* contains a study and evaluation of extra-curriculum materials. These reports combined would form a book of about three hundred pages. They are not so published but separate reprints may be obtained. These illustrations of special material in terms of what the Commission has termed qualitative analysis make up what may be termed the first cycle of the work of the Committee on Standards for Use in the Reorganization of Secondary School Curricula.

The second cycle which this Commission started upon was that of organizing these socially functional materials in the various subject fields into quanti-

tative units. Before this Association during the past three years such teaching units in physics, biology, chemistry, and English have been reported upon. These, too, are to be found in the publications of the Association. Today you are to hear Professor W. G. Whitford of the University of Chicago, and Chairman of the Sub-Committee on Art, make a similar report in his field. This work of formulating units out of the qualitative materials, presented in the first cycle of the work of our Commission, will be continued next year.

The third type of work embarked upon by our Commission is that of relating this reorganized material to college entrance requirements. The purpose of this type of work has been to devise experiments in the preparation of high school pupils for college in other terms than those of the conventional fifteen or sixteen units. It is the sense of the members of our Commission that the work of this particular committee should continue next year.

The program upon which our Commission has devoted most of its time and energy during the past year, then, may be considered under three general headings: (1) continuing the work of setting up qualitative and quantitative units of subject materials, (2) devising units of instruction in secondary schools about socially valuable objectives as health, leisure time, vocational, and social relationships, and (3) experimenting in the preparation of high-school pupils for college in other terms than those of the conventional fifteen or sixteen Carnegie units.

¹Introductory remarks made in presenting the program of the Commission before the Association in March, 1932.—THE EDITOR.

Our Commission recommended a related piece of work for next year growing out of the report of Dr. G. W. Willett in his study on Trends in Curricula Revision in Selected North Central Association Schools. The particular problem suggested by the Commission is that of bringing to the attention of the secondary school men in the region of this Associa-

tion references to schools using materials of instruction worked out from the more forward looking point of view. This may be considered as the fourth division of our work for the coming year, as the Commission has planned. The results of some of our work will be illustrated by the two reports following the brief introductory review I have just made.

CURRICULUM REVISION IN PUBLIC HIGH SCHOOLS¹

G. W. WILLETT

La Grange, Illinois

IN RECENT years, there have been insistent urges for curriculum revision. Our own Association has probably undertaken the most constructive program of suggested revision, of any cooperative organization. Evidences of the extent of this suggested revision are found in the materials published in the *QUARTERLY*.

But how far have the various movements for revision progressed? Are there evidences of influence on curricula other than those of change in attitude towards the aims or objectives to be striven after in the high school classroom? May there not be instances of curriculum revision within the ranks of the schools of the Association where the trend is in directions entirely different from those suggested by the Commission on Unit Courses and Curricula, but which have merit sufficient to warrant consideration by the Association or at least by progressive schools within the Association? It is quite evident from questionnaires and circular letters received by principals and superintendents that those working on curriculum are anxious to find out what others have done or are attempting to do.

Two years ago a brief report of the use made of North Central Association materials was given before the Commission on Unit Courses and Curricula and at the same program was offered the suggestion that a survey of what was actually being attempted by the several schools of the Association should reveal usable programs and procedures in revision. Something more than a year ago, sug-

gestions for a survey were offered by influential members of the Association who were not directly connected with our Commission. These suggestions resulted in a request from our Commission for an appropriation of one hundred dollars for the year 1931-1932 to carry on a brief survey. The appropriation was granted and the speaker was appointed to act as chairman of the survey with power to appoint additional committee members if desired. He accordingly asked Prof. J. A. Clement of the University of Illinois, Prin. B. J. Rivett of Northwestern High School, Detroit, and Principal A. L. Spohn of Hammond High School, to be on the committee. He herewith wishes to state that it was almost impossible to divide the work; hence, the speaker is largely responsible for whatever is offered at this time.

The procedure determined upon and carried out was as follows:

1. To send the questionnaire printed herewith to each of a group of schools chosen from each state largely on a basis of size on the one hand and of reputation for progressiveness on the other.

2. A letter was written to each of the twenty state departments of education (state superintendents of public instruction) requesting that the superintendent or some one from that office, send us a list of schools which in their opinions were worthy of investigation on the subject of curriculum revision.

3. A letter somewhat similar in nature was sent to the dean of the school of education of each of the leading colleges and universities in the territory of the Association. It was thought that the schools of education would be in rather close touch with the progressive schools in the region which they served. Such proved to be the case.

4. Another source of inquiry for progressive schools was that of the high school visitor or

¹A paper delivered before the Association in March, 1932.—THE EDITOR.

La Grange, Illinois
December 7, 1931

Dear Sir:

The Commission on Unit Courses and Curricula of the North Central Association of Colleges and Secondary Schools is endeavoring to make a survey of the status of Curriculum Revision among the high schools of the Association. There is a feeling that much is being accomplished in individual schools of the Association which would be valuable to other schools. A survey of the work may result in making desirable materials available to many and may be of especial worth to those schools which are revising their own curricula. Your cooperation is solicited.

Will you please assist us by answering the following questions to the best of your ability and by sending any available materials?

1. Is your high school or high schools attempting any definite revision of courses at present?
2. If so, in what fields or subjects is revision being attempted? (Name the fields or subjects)
3. Do you have any printed or mimeographed materials available to indicate the amount or trend of such revision?..... What kinds?.....
4. Will you either send us samples of the materials or describe them for us?.....
(Use the back of this sheet if desired or send a more complete report).
5. What suggestions as to the work of the committee do you have?.....
6. What other schools do you know that are attempting revision?.....

Sincerely yours,

COMMITTEE,

Prof. J. A. CLEMENT,
University of Illinois
Prin. B. J. RIVETT,
Northwestern H. S., Detroit, Mich.

Prin. A. L. SPOHN,
Central H. S., Hammond, Ind.
Supt. G. W. WILLETT, *Chairman*
Lyons Twp. H. S., La Grange, Ill.

inspector. A letter was written to each visitor asking for any schools which he could recommend for study.

The original list of schools covered 330 communities with a total of 487 high schools. Incidentally this group of high schools represents far more than half the total pupil enrollment of the Association because every large public high school is represented. The questionnaire was sent out during December, 1931, with an enclosure of a self-addressed return envelope. Prior to February 22, 1932, responses had been received from 214 of the 330. In the mimeographed materials will be found both the list of

schools which were circularized and the list of those which returned the circular or responded in some other way. [These lists are omitted here.—THE EDITOR.] It is readily apparent that answers were received from all the larger cities and from all but a very few of the middle-sized cities.

The intention of securing lists from these aforementioned sources, was that it would enable the committee to locate small schools of the Association which were doing work of a revision nature. Responses were received from all state departments and from virtually every university and high school visitor. In fact,

several universities had various members of their faculties write the committee with suggestions.

The original list prepared by the committee appears to have been rather exhaustive of potential cases because out of the mass of correspondence from state departments, schools of education, and inspectorial staffs, only twenty-nine additional schools were listed, though many of our original list were cited. Responses came from fifteen of the twenty-nine. Several of these insisted that they were attempting no revision.

The total number of communities to which questionnaires were sent was 359 and the number of public high schools in the communities is 516. Responses were received from 229 communities served by the 365 high schools.

Of the 229 men who answered, 127 stated that they were not attempting curriculum changes at the present time. In this list, however, were classified certain schools which reported that they were not revising their curricula now because a state wide reorganization was in progress and they expected to adopt the state program either in part or in toto. Such state wide curriculum work is taking place in Nebraska, Minnesota, South Dakota and Montana in an extensive way, and has either taken place recently or is in progress in certain subjects in Indiana, West Virginia, and Iowa.

It may be well to digress, here, to indicate that state revision in Nebraska is being largely accomplished by groups of public school administrators and teachers in cooperation with the University of Nebraska, while that in South Dakota is being carried on by faculty members of public schools under the direction of Professor Bruner of Columbia University. In Indiana, some of the work centers about the University and some other about Ball State Teachers College at Muncie and Indiana State Teachers College at Terre Haute. In all of

these state revisions, curriculum changes are matters of conventional school subjects. A comment of one southern Minnesota superintendent relative to his school's readiness to accept the new state curriculum may be heard rather often in the near future. He frankly declared that his community was too poor to enter upon any curriculum project which required cost in either money or personnel energy. In the present call for retrenchment, may it not come about that much of our present expenditures for experimentation may be seriously called in question by tax payers?

It is apparent that what one school man designates as curriculum revision may be entirely different from what another means when he discusses the subject. For instance, a few reports indicated that revision was in progress although there was a statement in the negative. Then again other reports stated that "adjustments" were always being made despite the statement that no program of revision was being attempted. On the other hand, it was quite evident that in some cases where a revision program was reported, only minor alterations were being considered. One of the most significant statements was that of Principal J. F. Wellemeier of Kansas City, Kansas. "It is my firm conviction that a high school curriculum is a splendid thing to work at and never finish." This is in strong contrast to that of a superintendent in Minnesota who declared that the State Department would soon have out a new course of study and that "they followed it very closely and gave state examinations." Contrast this latter thought with that of this quotation from Pontiac, Michigan: "Particular effort is being made to evaluate and revise the curriculum from the standpoint of its emphasis upon the personal or character values. Paralleling this is an effort to have each teacher evaluate the total results of his plan of teaching with the

thought of a complete revision of the curriculum in the near future."

Revisions may be fundamental in nature or largely a matter of stating a new distribution of time in the use of some textbook. They may be stated in terms of objectives, activities, or both or be purely an outline of a course. They may emphasize enrichment for the use of pupils or reference materials for teachers. They may be topical outlines or may take the form of any peculiar type of unit which appeals to the creating group. They may be exhibited in minute detail or only in the most general terms. They may offer helpful suggestions of method or procedure or leave the whole matter of procedure to the initiative of the teacher and pupil. In fact, individuality may be accepted as the only common characteristic of revisions.

All this is preliminary to a report on the gleanings from 102 schools which reported some type of revision. Mimeographed lists of schools which reported some revision attempts in the various fields have been handed you. These sheets do not in any way indicate what the committee would classify as revision, but the returns from those who reported.

Let us call attention to a few items in the mimeographed materials. Certain schools report that revision is taking place in all subjects. Certain cities like Chicago, Cleveland and Detroit, for instance, have curriculum personnel at work continuously on revision. Wheeling, West Virginia, on the other hand is carrying on a curriculum study under the direction of Dr. P. E. Harris of the University of Pittsburgh. Other schools such as West Allis, Wisconsin; Harvey, Illinois; Kansas City, Kansas; and East St. Louis, Illinois, have a continuing program because of the personal leadership of the heads of the institutions.

In the individual fields, revisions of English curricula are far most prevalent. There is apparent a rather general feel-

ing that English has not become in any way stabilized. Fifty-four schools out of 102 report modifications of their English curricula. Materials submitted by some schools indicate a rather radical revolution in materials and procedures. The course from Akron, Ohio, has much to recommend it. Hamtramck offers some fine suggestions for the use of local materials. Manitowoc, Wisconsin, reports, "We are at work upon a program of English revision that may probably last several years. All English courses are being reorganized into definite units of instruction (*a la* Morrison's technique)." Some revisions which were reported, appear to be merely a relocating of certain courses in literature in different years of the high school's program. In English as in other subjects there seems to be more revision attempted in the junior high school years than in years of the senior high school. There was evidence that this may be due to college entrance requirements. Several schools mentioned the fact specifically that they were planning to differentiate their courses for college preparatory pupils from courses for other pupils.

Social science and history were not differentiated in this study but were grouped together. Thirty-one schools reported more or less radical changes in these subjects. Comparatively little material in these fields was submitted to the committee. Comments indicated that work here is still rather nebulous. From Evansville, Indiana, came this suggestion: "We need a course in Public Welfare to give our country some solid opinions on peace, temperance, disarmament, cigarettes, tariffs, narcotics, etc." No course of this nature was reported by any school.

Mathematics, except for the junior high school, and all foreign languages were scarcely mentioned. Apparently their present form is rather rigidly stabilized or else the teaching force does not

readily acquiesce in change. Changes in music, physical training and art, the newer subjects, are receiving little attention, if these reports are significant. Agriculture, the hobby of many of these schools fifteen or twenty years ago, was only mentioned once and that as one of a group of subjects which a local board was expecting to drop because they "cost too much money for the credits gained or benefits received."

The eternal quest for functional industrial arts is still being continued by a number of schools with rather apparent lack of enthusiasm. Some schools indicate a desire to break from tradition but that Smith-Hughes regulations interfere. General shop is displacing specialized shop in some places.

Although only a few schools signified any interest in changes in Domestic Science or Home Economics, two or three schools offered suggestions as to their purpose in rearranging or revitalizing these courses for girls which seem to promise much for the proposals of educators that boundary lines between subject fields should be eliminated if satisfactory progress in curriculum construction is to be made.

Principal Robert W. Skinner of Sheridan, Wyoming, wrote:

We have a very well equipped Home Economics Laboratory and have been offering what we felt was a very valuable course and the department was running satisfactorily in every way except that we had no girls enrolled.

My own theory regarding it was that girls at that age were unwilling to admit that their career was of wives and mothers and did not enroll in Home Economics courses for that reason.

We have changed the names of the courses to Food Trades, Clothing Trades, etc., and endeavor to give the girls much of the same information which we hope will be useful in the same way, but are making the immediate objective to make tea room managers, style shop managers, cafeteria managers, etc., instead of wives and mothers.

The other report comes from Principal

L. A. Fulwider of Freeport, Illinois. If the speaker is any judge of educational programs and philosophy, this course in Home Economics is a real contribution in the field of composite curricula. We quote directly.

We require for graduation, two years of Home Economics, of all girls. To justify this we are working out unit courses to enrich the content with emphasis on home life, budgeting, art in the home, home relationships, public utilities and the home, child care, child psychology and parents, insurance, savings bank accounts for higher education, music in the home, dress design, etc.

Here are two different approaches to the same problem, in this case that of maintaining the interest of girls in materials which apparently at the present are not intrinsically interesting to them but which in the opinions of those administering schools have real ultimate functional value for girls. Are not the subjects of Home Economics, industrial arts, and some of the other newer fields the proper places to undertake composite courses? Such fields do not have their content specifically determined as yet. Up to the present, no logical order of sequences has developed for these subjects. Hence, experimentation is much less hindered by convention or by articulation with later courses.

This ends the brief summary of the returns from this cursory investigation of current attempts at curriculum revision among the public high schools of the North Central Association. A more detailed report might be made of the courses of study submitted but this would hardly be fair either to those submitting them or to those who are "on the way" but have nothing to publish as yet. One school did submit an English course with this comment, "We now have a committee at work revising the English schedules which were adopted two years ago." Another school declares, "We have a policy every year of requiring that

teachers work out revisions of their course of study." In other words, for our committee to evaluate the work of many courses of study would probably mean that at least some of the courses evaluated would already have been discarded or at least modified by those who published them.

What the committee conceives as a potential aid to those who are interested in reconstructing any portion of the schools offering, is the publication of such a list as you have been given today. Then each of you may get in touch with others who are interested in your particular field setting up your own program of inter-cooperation. That there is a demand for such a list of schools was proven by the many requests for such a list. We quote from a few returns:

If the committee would select some of the best materials in courses of study, now available and recommend them to the field, it would help many of us who are revising our present courses.—Fordson, Michigan.

From my point of view this is the most important activity that the association could possibly engage in.—Fort Smith, Arkansas.

We are much interested in knowing of any guidance work being done.—Eveleth, Minnesota.

I should like particularly to have at hand the

tendencies in mathematics and social sciences.—Stevens Point, Wisconsin.

Pass on to those who are struggling with the problem any available help from those who have successfully met or are meeting the problem.—Traverse City, Michigan.

Publish and distribute the names, addresses and program of schools that are doing superior work in high school subjects and curriculum revision.—Brush, Colorado.

It would be helpful to send to the schools a list of the available courses from other schools.—Pittsburg, Kansas.

Supply schools in some way with the results of your study.—Flagstaff, Arizona.

These requests only confirm your committee in the belief that the Commission on Unit Courses and Curricula can well afford to go farther in this matter of current revision among the schools of the Association, at least to the extent of annually publishing a classified list of schools which are either in the midst of revision of secondary curricula or are planning to enter upon such programs. Such an investigation should be helpful to the several schools of the Association and might easily eventuate in many schools seeking the advice of our Commission on matters of a curricular nature. Such service need cost but little unless it eventually developed into one of the chief functions of the Commission.

DEVELOPING A FUNCTIONAL POINT OF VIEW¹

R. D. LINDQUIST
Ohio State University

THE term "functional unit" embodies a rallying cry for those who are sensitive to defects in the traditional organization of subject matter in the secondary schools, and for those who hope through the organization which this term designates to improve upon the traditional procedure.

There have always been "units," of a sort, as subdivisions of a subject matter field: addition, subtraction, simple fractions, and others, in arithmetic; colonial times, the Civil War, the Industrial Revolution, in history; electricity, mechanics, heat, light, in physics. Somehow or other, we who have undertaken to teach have been constrained to break up the subject matter field into smaller parts and to consider together those items which are more closely bound up with each other, either with respect to cause and effect, or chronological sequence, or similarity of principles involved.

These earlier units, in most instances, failed to take into account the importance of the purpose of the learner as a force in integrating the various items of information and skill. The artificial purposes, such as marks, fear of failure to pass examinations, and others, which were freely used to spur students on to a semblance of mastery, resulted only in a semblance. Closer scrutiny or the test of ability to use the information, often revealed that what the student seemed to have mastered was really almost meaningless to him.

Increasingly, however, there have been

those who were conscious of this weakness. The project method, the child-centered school program, the activity curriculum, vocational training on an apprenticeship basis are all instances of the fact that there have been educators who have recognized the importance of a clearly seen purpose as a force which must be taken into account in organizing subject matter. Where we have begun with this principle, we have got far different units than we formerly had. This approach has resulted in the reorganization of history and geography on the basis of current problems; arithmetic concepts in terms of everyday use of numbers, such as "learning to tell time," "ways of earning and spending money"; language arts in terms of "writing a real letter," "making a speech to a school assembly," "presenting a dramatic performance for others' entertainment," or "audience reading." Such units might, I suppose, be described as functional in that they emphasize the importance of selecting such subject matter as will be meaningful because it is apparently useful. And we have so organized it into units that it will contribute most directly to the child's concept of its usefulness.

A further benefit which has in some cases derived from this emphasis upon the learner's purpose as an integrating force in the organization of subject matter, has been that it has permitted the student to participate actively in the planning of the experience through which the learning is to take place; also, he has been made to assume responsibility for seeing the experience through to a successful conclusion and for evaluating the outcome. It has, of course, for all these

¹A section of the 1932 report of the Sub-Committee on Functional Units of the Commission on Unit Courses and Curricula.—THE EDITOR.

reasons, resulted in a closer and firmer grasp on all the facts and skills involved in the experience. This movement to organize learning with greater reference to the learner's purpose is undoubtedly justified by what the science of psychology has taught us concerning the nature of the learning process.

The fact, however, that purpose has often been narrowly interpreted as including only that which has an immediately practical significance has unnecessarily and harmfully narrowed the field of the child's exploration. In pursuing this ideal of making subject matter meaningful, we have often tended to overlook the fact that students may have other purposes for learning than that of putting the information or skill to an immediate and practical use; that they share with adults an intense desire to understand the world about them; and that these desires may be sharpened into purposes that in turn may serve as forces in determining the organization of subject matter. Experiences, if they are to grip the interest of children, must of course be built upon other meaningful and interesting experiences. If they are to be most educative, they must involve participation on the part of the child in planning, executing, and evaluating.

We may summarize the argument to this point as follows: (1) In a certain sense units of subject matter we have always had with us. (2) These units have, however, in many instances been selected without reference to the interest or real needs of children. (3) They have disregarded the importance of emphasizing the learner's purpose fully in determining the organization of the unit. (4) Many recent attempts to take into account the learner's purpose have placed the emphasis almost exclusively upon purposes growing out of a need to secure some immediate and objective result. (5) Further progress must provide for broadening and sharpening these first

or simpler interests, or our educational procedure will "bog down" in the concern with the manipulation of a multiplicity of "things" and the study of problems that do not lead on and out into the major issues of life.

If the learner's purpose is to play its rightful part in this reorganization of subject matter, it seems inevitable that we must make central among the experiences through which we hope to educate him, problematic situations which press most closely upon him for solution. These, in the opinion of the writer, lie in the field of his relations to other members of the social order. How to live well, successfully, and constructively as a member of society is an ever-present problem for all of us from childhood to old age.

Science, art, mathematics, vocations, foreign language, in fact all so-called subjects have significance and meaning in relation to this major problem, but the interest in each does not need to cease when one has used it for these more immediate needs. The interests thus developed may well lead to a more specialized interest in the subject itself. In fact, it may lead one to see all life primarily from the point of view of its artistic, or scientific, or historical implications. If such be the case one has not only found a central interest in life, but has at the same time remained a full-fledged participating and contributing member of the social group. If units of study, then, are to invite strong initial drive, and also foster ever-widening intellectual and aesthetic interests, they must be units concerned primarily with social behavior.

The discussion so far has concerned itself largely with securing a functional emphasis in teaching. That there should be units of work may, I suppose, be taken for granted. Our task, as I see it, is to reexamine and reorganize the content of our entire secondary curriculum with a view to making it bear in a functional

way upon the problems of social living.

In the social science field this involves a radical departure from the present organization of much of our history instruction. In fact, it seems that in the elementary and secondary fields at least, our present practice would be displaced by a social science course consisting of problems arising out of the fact that people must live together in social groups. There is a national commission at work on the problems of such a course, and it is to be hoped that they will point the way. Units organized around such problems, as they will in all probability suggest, will of necessity be functional units in the field of social behavior. Directed as they must be at the economic, religious, and political problems involved in social reconstruction, they could not very well be other than functional. Also, it is hoped that these social studies units will include references to each of the subject-matter fields. In this way they can do much to make art, music, foreign language, and mathematics more meaningful than they are now.

These subject needs must probably continue for the present to be taught as subjects; however, with a greatly increased emphasis upon their social implications. The wholesale reorganization on the basis of activities which has taken place in elementary education does not seem to be a thing which can be accomplished at any near date in the future in secondary education or to be applicable there in the same degree as in the elementary grades.

The relationship suggested as feasible in the preceding paragraphs does not contemplate anything so radical as an immediate abandonment of subject-matter fields. In fact, earlier in this paper it

was specifically argued that to do this would materially limit the child's exploration. On the other hand it is proposed that the increased significance given these separate subject areas through the reference to them in the social science unit will result in a desire to pursue them further. The teachers of these courses will, if they are wise, capitalize on the meaningfulness given to the special subject through the social science unit and attempt to develop the resulting interests into an abiding and a broadened one. Capitalizing upon the start made in the social science unit will mean that they will constantly try to present their respective subjects with a view to their social significance. Units in these subjects will then be more functional in the sense that they will be more meaningful.

To summarize, in these pages the writer has sought to point out, with respect to functional units, that units we have always had. They have not always been functional in the sense of being meaningful to the learner. Early attempts to make them such overemphasized the immediately practical. Later attempts have begun to make them meaningful by organizing these in relation to social problems, and they have thereby been greatly broadened as to scope of possible interests and purposes. It has been suggested that probably we should make units concerned with social living central in the entire curriculum. We should not, however, cut off the possibility of pursuing the interests generated in a social science unit by doing away with specialized instruction in the other subject areas. Rather, we should seek to broaden and deepen these interests by helping the child to see in the subject greater and greater social significance.

AN EXPERIMENT IN THE PREPARATION OF HIGH SCHOOL PUPILS FOR COLLEGE¹

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University of Wisconsin

SHORTLY after the March, 1931, meeting of the Association this committee, consisting of M. H. Willing of the University of Wisconsin, Harl R. Douglass of the University of Minnesota, and H. H. Ryan, *Chairman*, University of Wisconsin, was appointed and given an appropriation from the funds of the Association.

The appointment of this committee and the assignment of its purpose were in consequence of certain contentions made by the present speaker at one of the meetings last year. A brief resume of these contentions will be in order at this point.

1. There is no phase of community life and endeavor which has shown less change in the last thirty years than the curriculum of the senior high school.

2. The factor which in the main is responsible for this paralysis is the pattern imposed upon pupils who are preparing for entrance to college.

3. While only a small minority of secondary school pupils actually enter college, the effect of community sentiment and of the operation of standardizing agencies, such as the North Central Association, upon the curriculum of the high school is such as to turn the first and greatest attention of high school authorities to the college preparatory function. The majority of the senior high schools of this country exhaust their resources in offering the college preparatory curriculum.

4. The admissions committee of the liberal arts college therefore becomes the dictator of the senior high school curriculum.

5. It is only human that the admissions committee of the college looks after its own interests first. It therefore views with alarm any movement looking toward a violation of the present college entrance requirements.

6. It is evident, from the above consideration, that any fundamental change in the curriculum of the senior high school must be acceptable to the liberal arts college before it can be generally installed.

7. It is evident, therefore, that while the present speaker and all members of the Commission are primarily interested in secondary school changes which will affect all the pupils of the high school, care will have to be taken to safeguard the interest of the college in the fitness of those who apply for admission. It is the contention of the speaker that it will be wise to confine such an experiment to those persons who are planning to go to college, and to try to demonstrate through such an experiment that the secondary school is competent to change its procedure in accordance with our changing civilization and at the same time bring about no deterioration in those abilities and attitudes which are appropriate to the problems of college life.

There is a great deal of evidence to support the idea that the standard college entrance requirements exercise a function which is perhaps 10 per cent preparation and 90 per cent selection. For example, physics is not required as

¹A report of a sub-committee of the Commission on Unit Courses and Curricula made to the Commission by its chairman, March, 1932.—THE EDITOR.

a college entrance subject. Neither is biology required, neither is general science, neither is chemistry. But practically all colleges require that some one of these subjects be included in the list presented for admission. The college teacher of physics sometimes discredits the high school physics course by saying that he would prefer that his students come to him with no previous instruction in the subject, but he insists that some one of these four, or at least some form of science, be studied by the future college student, perhaps on the theory that the survival of such an experience tends to guarantee the ability to do college work.

But it is highly probable that, as a means of selecting college students, the curriculum prescription will soon be superseded by a more scientific instrument. The labors of Messrs. Henmon and Holt at the University of Wisconsin, for example, have produced a formula involving school records and intelligence ratings, which will predict the level of scholarship in college freshmen studies about as well as the second semester of the freshmen work can be predicted from the first semester. When this and similar instruments have been thoroughly tried out and established, there can be no further excuse for paralyzing the curriculum of the senior high school in order to facilitate the selection of college material.

The committee has held five meetings, of which Mr. Douglass has been able to attend but two. The progress of our work may be briefly described as follows. The first step seemed to be that of determining whether the colleges would be willing to undertake such an experiment, either for the sake of improving the opportunities of high school pupils or to improve the preparation of college students. The chairman prepared a brief outline of such an experiment and proposed that such an outline be submitted to a number of representative college

authorities to get their reactions. The other members of the committee pronounced the outline entirely too brief and expressed the opinion that the plan would have to be submitted in some detail to the college authorities in order to receive any consideration whatever. For two reasons the chairman was reluctant to set up a plan in great detail. He felt that the committee should not assume the curriculum-making function of the experiment and thereby commit and bind those persons to whose lot it should eventually fall to map out the educational activities of the undertaking. Second, he felt that the inclusion of details would greatly increase the probability of impinging upon the prejudicial and emotional unions of the college people. The chairman expressed the hope that the colleges could be prevailed upon to enter the experiment in the conviction that they had as much to gain as the high schools, and that their confidence in the experiment might be built up by the inclusion of certain safeguards which would make sure that the students entering the colleges as a result of the experimental procedure would not cause a visible disturbance of the work of the colleges. At this point the other members of the committee showed a tendency to become humorous with regard to the sporting blood of the college professor.

Yielding to these criticisms, the chairman prepared a seven-page prospectus which is submitted as a part of this report. This prospectus, somewhat abbreviated, follows:

THE TENTATIVE PROSPECTUS

A committee representing the North Central Association of Colleges and Secondary Schools is attempting to set up an experiment in the preparation of high school pupils for college. It is the opinion of this committee that the chief problems of college study can be foreseen and attacked directly.

It is possible that such a functional college preparatory program would cut across the boundaries of the present high school subjects.

If so, it could not be described in terms of the conventional fifteen or sixteen units. The pupils of such a course, on entering college, would have to be certified upon a special plan agreed to in advance by the colleges concerned.

It is thought that such an experiment will be acceptable to the colleges if the pupils are chosen from those who show promise, at the end of the ninth grade, of doing successful college work.

Briefly, the plan is this: Persons in a position to advise will be consulted as to the needs of college students which the high school can supply. Curricula for grades 10 to 12 will be made accordingly, which will occupy roughly about two thirds of the pupil's day. The remainder of the day will be left for library study and electives.

The details of such a course represent a tremendous task in curriculum construction. Its second and third years will grow partially out of the experience with the first year. It is obvious that such a course cannot be set up in final detail at the beginning of the experiment.

From ten to twenty high schools will be invited to try out the plan by carrying one group of about 30 pupils through the three years.

The test of the course will be the college success of its graduates.

The prerequisite is of course the willingness of the colleges to cooperate. This cooperation would take three directions: (a) Enabling the North Central committee to get in touch with members of the faculty and student body who can testify as to the needs of college students; (b) Agreeing to accept, on high school principal's recommendation alone, the pupils graduated from the experimental course. The number of such pupils entering any one college would certainly be a very small fraction of the whole freshman class; and (c) Furnishing to the committee, later on, the college records of these pupils and of other students for comparison.

In December, 1931, the chairman presented this prospectus to the dean of the arts college in one of our North Central state universities. The upshot of the conference was that the dean and his associates were extremely gun-shy on experimentation, and that they would wish to inspect the plan in detail before committing themselves. The dean asked the chairman what he would do if someone proposed such an experiment involving his own school in the way that this enter-

prise proposed to involve the college. The chairman replied that he would first determine that the experiment could cause no serious consequences to his own institution and that he would then undertake to cooperate. The dean then stated that that would not serve as a description of his own attitude toward such matters.

Somewhat dispirited, the chairman then called upon Dean Boucher of the University of Chicago. There the fresh air of vigorous intellectual curiosity revived him. He found the Dean, and the Dean's associates as reported by him, anxious to undertake the improvement of such matters as preparation for college, and willing to do anything rational in that direction.

At this point the chairman crossed the trail of Principal Wilford N. Aikin of John Burroughs school, a member of this Commission, and the chairman of a committee of the Progressive Education Association appointed for a purpose quite similar to our own. That committee has received a grant of \$10,000 from the Carnegie Foundation, and Mr. Aikin has been granted leave of absence by his board of directors for the second semester of this year in order that he may have time to work upon the project. As a result of the conference with Dean Boucher, the chairman went to St. Louis and spent a day with Mr. Aikin in the discussion of the work of the two committees.

The hopes of Mr. Aikin's committee are much more ambitious than ours. They are seeking a much greater allowance of liberty to the secondary school in the revision of its curriculum. Their desire is that twenty selected schools in various parts of the United States, particularly in the east and middle west, may be given virtual "carte blanche" in this respect, with an anchor to windward in the form of a supervising committee which is to include representatives from

the college faculties. Your committee had in mind the carrying out of a rather definite program in each of about twenty schools in a fairly uniform manner. The outcome of such an experiment would be an evaluation of a definite novel curriculum. The Progressive Education Association committee wishes to set twenty schools free to work out their several curricular programs, each in its own way. The outcome would presumably be the principle that some schools are competent to plan their own educational program without danger to the interests of the college;—or the negative of that principle. Your committee assumed no corresponding changes in the curriculum of the college. The other committee asks the college to alter the prescriptions of its course to take care of specific omissions from the preparation of the students under the experimental plan.

At the invitation of Mr. Aikin, Messrs. Willing and Ryan of your committee attended a conference held January 2 under the auspices of the University of Chicago and with Dean Boucher as host. At this conference were deans and other representatives of the colleges of this section and representatives of the Progressive Education Association. I believe that the two committees were delighted with the generous and open-minded response of the college representatives.

The two committees, in so far as it has been possible to consult the several members, are agreed in the conviction that some form of cooperation between the two is desirable. The undertakings are similar enough to suggest the desirability of fusing the two into one. Each organization can make its own peculiar contribution. The Progressive Education Association can contribute a vigor and a volatile quality which are absolutely indispensable to such an undertaking. This association, as a standardizing agency, can supply prestige and stability, and is in a position to predispose its college

members to a generous attitude toward the experiment. My own thought is that after the twenty schools have been selected, it should be possible to find four or five of them which would cooperate in a uniform curriculum under the auspices of your committee. These schools should undoubtedly incorporate in their plan the fruits of the labors of Mr. French's Committee on Functional Units of Instruction. Such a concentration would furnish enough college students to test out the efficacy of the definite curriculum employed.

Your committee therefore recommends:

1. That it be empowered to cooperate with the committee of the Progressive Education Association during the coming year. As proposals arise which should have the sanction of the Commission, the speaker will present them to the Chairman of the Commission for approval in such manner as seems to him to be fitting.

2. That the executive committee be requested to appropriate a sum of \$400.00 for this work during the coming fiscal year.

3. That judgment be reserved until the March, 1933, meeting as to the extent to which your committee shall cooperate with that of the Progressive Education Association and with regard to the part that the North Central Association as a whole shall play in promoting the enterprise.

If the progress of your committee seems slow and if the results seem intangible, please be reminded that we are struggling against a barrier whose tremendous inertia is compounded of bulk, tradition, and complacency. We are convinced that if the enormous expenditures of money and time and energy which have gone into the curriculum movement of the past decade are to have any influence on the curriculum of the senior high school, the removal of this barrier is essential. We are interested neither in the explosives of the incendiary nor the headlong emotionalism of the fanatic. Our plan is constructive in nature; and construction calls for time and patience and

the combined efforts of many forces working together.

A brief outline of the plan follows.

1. *Selection of participating high schools.*—From ten to twenty high schools will be invited to participate. These will be schools whose principal is in sympathy with the enterprise and whose faculty includes teachers equipped and willing to undertake it. In order to insure building, equipment, and supplies adequate for the experiment, only schools accredited by the North Central Association, or the corresponding organizations in other sections of the country, will be included.

2. *Selection of teachers.*—Vigorous, versatile teachers, of unquestioned scholarship, professional training, and successful experience, will be placed in charge of the comprehensive subjects. A large fraction of the faculty of each school will contribute, from time to time, to the teaching of these subjects; but the responsibility for each subject, for a semester or a year at least, will rest upon one teacher of the school.

3. *Selection of pupils.*—Pupils to be included in the experiment should be those—

- a. Whose parents approve the child's participation,
- b. Who seem likely to reside in the community through the three years,
- c. Who plan to go to college,
- d. Whose intelligence quotient is 110 or above, and
- e. Whose ninth grade marks are all C or above.

4. *Admission of these pupils to college.*—On principal's recommendation, after graduation from the experimental course, no other entrance requirements.

5. *Preparation of content of comprehensive subjects.*—a. Inquiry of instructors of college freshmen, deans of men, deans of women, deans of students, deans of liberal arts colleges, representative college freshmen, representative seniors, representative recent alumni.

Weak points of unsuccessful students

Weak points common to all types of students

The personal convictions of the contributor as to desirable preparation for college

Abilities needed by the college student

Difficult problems which the college student encounters.

Strong points of successful students

b. Four curriculum committees, one for each of the four comprehensive subjects. Ideally each committee should be composed of one administrative officer, or professor of education, who is a member of the Committee on Unit Courses and Curricula, North Central Association; one scholarly and versatile high school teacher; one instructor of college freshmen; all located so as to make frequent meetings feasible, and all free to give the necessary time.

c. Curricula mimeographed in quantity sufficient to supply all pupils and teachers taking part. These will be in the form of rather full topical outlines, with lists of references to text and library. In order that the results of the experiment may be significant, the curricula as formulated must be adhered to. This consideration will not preclude additional references or other teaching devices and materials which the individual teacher may wish to use.

6. *Administration.*—a. One teacher in charge of each comprehensive subject. Assistants to handle special divisions under his direction.

b. These pupils handled as a separate group, except in electives and possibly in Foreign Language, typing, Physical Education.

7. *Criteria for success of the experiment.*—a. Chief criterion: college grades of these students as compared with those of other students of similar ability in the same institutions and from the same high schools.

b. Subordinate criteria: changes in health, participation in extra-curricular activities, disciplinary records, persistence through college, and continuation into graduate or professional study.

REPORT OF THE SUB-COMMITTEE ON ART¹

WILLIAM G. WHITFORD, Chairman

The University of Chicago

DURING the past year the Committee on Art carried on several investigations to determine types of subject matter appropriate for a general art course for the junior high school field.

Fifty courses of study and all books dealing with art education were analyzed. A questionnaire was sent out to 300 junior high schools. A study was made of new courses being developed in several progressive cities where curriculum reorganizations are under way.

As a result of these studies the following broad topics are recommended as a basis for organization of subject matter for the general art course.

- I. Instruction in the Basic Elements and Fundamental Principles of Art
- II. General Art Appreciation, including study of Painting, Sculpture, Architecture, and related arts
- III. Special instruction in Drawing, Painting, Design, Lettering, and Color Theory
- IV. Some instruction in the Handicrafts and Industrial Arts (dependent upon different school needs)
- V. The study of Printing and Book Art including Advertising and Commercial Art (largely appreciational)
- VI. The Study of Art in relation to the Home and Clothing
- VII. Civic and Community Art including Art of the Theatre

The listing of appropriate subject matter is not as important as the way the material is handled in the classroom. Therefore, the Committee on Art pre-

sents the following interpretation of the content of a General Art Course in terms of immediate objectives established by the Commission on Unit Courses and Curricula.

I. *Acquiring fruitful knowledge.*—Factual material or learning products. Knowledge and understanding of the fundamentals of art and the use of this knowledge in everyday life.

II. *Development of attitudes, interests, and appreciations.*—Stimulating keener observation and enjoyment by providing wide experience in art through use of visual material, i.e., the appreciation of beauty.

III. *Development of mental techniques.*—Judging, analyzing and evaluating as a consumer (problem solving technique). Creating a desire to possess beautiful things through contact with art. Developing an ability to make discriminating judgments in regard to art quality as used in one's environment.

IV. *General habits and skills.*—1. Discovery of aptitudes and talents. Providing opportunity for activities so that pupils may discover their special abilities.

2. Habits of Expression. Developing the imagination by furnishing opportunities for the pupils to express their ideas in creative form.

3. Skill. Providing experience for developing a limited amount of skill in the use of certain art materials. This might result in original creative art activities, or in the successful use of materials already created, as for example the correct assembly of objects and materials in home furnishing, in dress, and the like.

The Committee on Art has developed one unit, "An Experimental Unit on Color," in harmony with the data listed above. This unit is published in THE NORTH CENTRAL ASSOCIATION QUARTERLY for March, 1932, pp. 413-32.

¹A report made at the time of the March, 1932, meeting in Chicago.—THE EDITOR.

A CONFERENCE ON EDUCATIONAL TRENDS

J. B. EDMONSON
University of Michigan

Two days in advance of the 1932 meeting of the Association a special conference of officials of the North Central Association and representatives of a few other educational organizations was held in Chicago to consider certain trends in education. The purposes of the conference are suggested in the following questions that were submitted to those invited to participate.

1. What are some of the changes in instructional materials, teaching procedures, or administrative policies that leaders in education believe should be more generally introduced into our secondary schools or colleges?

2. What are some of the difficulties or obstacles in the way of securing more general acceptance of these recommendations?

3. In the light of opinions on the foregoing questions, what new or additional responsibilities should be assumed by the North Central Association?

The report of the conference as given below has been formed by arranging and condensing the minutes.

A STUDY OF OBSTACLES

Chairman Edmonson: In December I met with two representatives of one of the educational foundations and in the course of the discussion the question was raised, What are the obstacles to changes in our secondary schools? These representatives had just returned from a trip in which they had interviewed a considerable number of persons who were quite conversant with what was going on in public and private secondary education. They were under the impression that changes in our secondary schools were being delayed by certain mysterious forces. These representatives were interested in learning just why the second-

ary schools were not making modifications and changes in accordance with the recommendations that were being made from time to time by national associations, by committees of national importance, and by the North Central Association.

In order that a fair amount of information concerning the obstacles might be secured, a questionnaire was sent to a group of 275 persons selected from the attendance at the 1931 meeting of the Association. A very considerable number of these persons are now serving on committees or commissions or have served the Association in former years.

The interest in the questionnaire seemed to be very marked for more than two hundred copies were returned within the first ten days. A summary of the data from these replies has been prepared and the obstacles are arranged in order of relative importance as determined by the opinions expressed by these two hundred persons. (This summary is given on the next page.)

I want to go through this summary with you and make some comments on the possible obstacles to changes.

The first obstacles is, "The fact that many secondary school teachers are the product of colleges that do not give major attention to the training of teachers." In the correspondence that accompanied the questionnaires, some persons wanted their replies interpreted to mean that they felt that too many higher institutions were engaged in the training of teachers. On the other hand, some wanted their replies to be interpreted to mean that some of the institutions engaging in the training of teachers were not sufficiently

careful in the selection of persons admitted to training.

The second obstacle reads, "The lack of an expert jury that will blow away the chaff and reveal the grain of truth for the classroom teacher." In the replies received, one person said: "It would be a

fine thing if we could have a permanent committee as part of the North Central Association which would receive, edit, and digest the results in field research and send them to the secondary schools which are members of the Association. The lack of unity in research results is a serious

WHAT ARE THE OBSTACLES TO CHANGES IN OUR SECONDARY SCHOOLS?

Summary by J. B. EDMONSON, University of Michigan

Explanation: A questionnaire relating to possible obstacles to changes in our secondary schools was sent to approximately 275 of the principals and high school inspectors in attendance at the 1931 sessions of the North Central Association. Within ten days 200 replies were received which is some indication of the interest that the questionnaire aroused. In this report the various possible obstacles are arranged in order of relative importance as determined by the summary of 200 opinions. The starred statements are the obstacles that 50 or more persons recommend for special consideration by the Association.

The four columns to the right of the items report the per cents of judgments which attached the following degrees of importance to the obstacles.

	Symbol	Degree of Importance			
	1	Not considered an obstacle			
	2	Of some importance			
	3	A real obstacle			
	4	A most serious obstacle			
OBSTACLE TO CHANGE					
		1	2	3	4
*1. The fact that many secondary school teachers are the product of colleges that do not give major attention to the training of teachers		7.	23.5	35.	34.5
*2. The lack of an expert jury that will blow away the chaff and reveal the grain of truth for the classroom teacher.....		9.	20.5	36.	34.5
*3. The fragmentary character of research studies dealing with learning and the lack of basic, integrated studies of the school subjects		7.	29.	38.	26.
4. The high school teachers' lack of training in experimentation.....		7.	32.	38.	23.
*5. The quantitative rather than qualitative character of the standards for high school accrediting.....		9.5	31.	30.	29.5
6. The lack of funds for modifications of the school program.....		11.	24.5	32.	32.5
*7. The statement of college entrance requirements in terms of certain patterns of units rather than in general measures of ability		11.5	23.	36.5	29.
8. The teachers' lack of ability to apply the results of research except as it is organized by authors in the form of textbook material.....		7.5	37.	42.	13.5
9. The failure of teacher-training institutions to introduce the results of research into the required professional courses.....		10.	32.5	37.	20.5
10. The lack of understanding by teachers of the American philosophy of secondary education.....		13.	36.	35.	16.
11. The smallness of the audience to which the results of research are made available		15.	30.5	37.	17.5
12. The fact that research problems are frequently unrelated to school practice		13.5	42.5	27.5	16.5
13. The fact that conflicting data are reported on important issues....		14.5	40.	28.	17.5
14. The failure of inspectorial agencies to encourage the introduction of new procedures or materials.....		23.5	35.5	26.5	14.5
15. The lack of confidence of teachers and administrators in the validity of the results of research in education.....		20.5	50.5	22.5	6.5
16. The school administrators' and teachers' fear that the conservative element in the community will be unsympathetic.....		23.5	38.	29.5	9.
17. The school administrators' lack of interest in modifications in the program or the procedures of the school.....		27.	41.	27.	5.
18. The quantitative definition of a unit and the organization of high school subjects in terms of units rather than in terms of hours or points		46.	28.5	17.	8.5

handicap to their adoption. I think with proper administration teachers could be easily trained to use such material and make it a part of the school program. The students in teacher-training institutions might also be exposed to this material."

The third obstacle is stated as, "The fragmentary character of research studies dealing with learning and the lack of basic, integrated studies of the school subjects." A very considerable number of those returning the questionnaire indicated that this situation was a very serious obstacle to changes in our secondary schools.

The next five obstacles in order of relative importance are: "4. The high school teachers' lack of training in experimentation. 5. The quantitative rather than qualitative character of the standards for high school accrediting. 6. The lack of funds for modification of the school program. 7. The statement of college entrance requirements in terms of certain patterns of units rather than in general measures of ability. 8. The teachers' lack of ability to apply the results of research except as it is organized by authors in the form of textbook material."

On the next few obstacles I want to make a few comments.

"9. The failure of teacher-training institutions to introduce the results of research into the required professional courses." Many persons are inclined to feel that one of the most serious obstacles to the development of modifications in the program and procedures of the secondary schools is to be found in the fact that our training institutions are not giving enough attention to the introduction of the results of research into the programs that are required of teachers for their professional certificates.

"10. The lack of understanding by teachers of the American philosophy of secondary education." One of the inspectors made this comment: "Your assumption that there is an American philosophy

of education which every teacher is expected to know is intriguing. What is it? I would certainly like to know it. There are a number of philosophies sponsored by different individuals, but if there is one which can be called the generally accepted philosophy of American secondary education I do not know what it is."

"11. The smallness of the audience to which the results of research are made available." In the replies, it was proposed that our Association might render a valuable service by making available through its publications the results not only of research carried on by the committees and commissions of this organization but the results of research carried on by others relating to problems of special interest to this Association.

"12. The fact that research problems are frequently unrelated to school practice." A considerable number of high school principals as well as inspectors took occasion to reprimand those engaged in research for working on problems having comparatively little interest to those who were meeting the real problems of curriculum revision and practical problems of instruction.

"13. The fact that conflicting data are reported on important issues." In the replies, attention was called to the fact that on such matters as the value of supervised study you could secure authority for one point of view as well as for the opposite point of view; in the matter of homogeneous grouping you could secure support for certain opinions and at the same time equally good support for opposite opinions.

The next two possible obstacles will be read without comment. "14. The failure of inspectorial agencies to encourage the introduction of new procedures or materials. 15. The lack of confidence of teachers and administrators in the validity of the results of research in education."

"16. The school administrators' and

teachers' fear that the conservative element in the community will be unsympathetic." On this point, one of the principals said: "Although many school people think that teachers are unable to apply the results of research, I am inclined to the belief that this is not so much the fault of the teacher as of the research. I also have a feeling that it would be very desirable for school administrators and teachers to be guaranteed a degree of freedom that would make them willing to introduce the results of research into their school systems."

"17. The school administrators' lack of interest in modifications in the program or the procedures of the school." In the replies it was found that about a third of the group feel that the school administrators should be criticized for this so-called lack of interest in bringing modifications into the program of the schools.

"18. The quantitative definition of a unit and the organization of high school subjects in terms of units rather than in terms of hours or points." Only a fourth of the group felt that this was an important obstacle. I was rather surprised at the returns as I have been under the impression that our secondary schools were suffering a good deal from the standardization of all subjects in terms of units, a certain number of hours per week, a certain number of weeks in the year. The testimony of 200 school people is, however, that this particular so-called obstacle is not one of large importance.

I am convinced that the time has come when our Association should very carefully consider the question as to whether it should not make some radical changes in its program of work. We have developed a very effective machine for doing work but I am not at all certain that we are working on the most valuable kind of program. It may be that the Association should be an organization less in-

terested in standardization and more interested in securing for the schools the conditions and the freedom necessary to make more rapid adaptations to changing social, economical and educational demands. It may be that it should make an attack on some of the obstacles listed in the summary.

DESIRABLE CHANGES

The subject of desirable changes in the educational organization of the secondary school was discussed by Mr. Merle Prunty, Superintendent of Schools of Tulsa, Oklahoma and a past President of the Association.

Mr. Prunty: Everyone who has paid any attention to secondary education at all knows full well that there have been two very distinct forces playing upon secondary education in recent years. One of those forces is in the direction of keeping conditions much as they were, maintaining the traditions that had existed. Probably the colleges have had some part in helping to maintain those traditions.

The other force has been in the direction of change, in admitting to the course of study subjects which seem to be socially worthwhile or which seem valuable to certain types of protagonists and propagandists. Those courses have found admission to our high schools in rather reckless fashion. We have added and added but rarely have we dropped anything, until now the student of the high school finds himself confronted with a great variety of subjects from which he is obliged to make choices, and the presentation of material within the various subject matter fields is more or less formal and restricted. The question in these times is being directed at this whole situation in terms of its contribution to the social order. In other words, Are the experiences that boys and girls are getting in the secondary field providing them with the information, with the skills and habits, with the appreciations and the

ideals which are necessary for an improved social order?

Certainly our gains in the direction of being able to answer this question in the affirmative cannot come from additional subjects. In this time of retrenchment there is much argument for reduction of offerings, particularly those that are to be found in elective subjects, where the number of pupils choosing a particular subject is small. In a word, it seems to me that the one way that we can free ourselves from these two forces, and at the same time give vitality to the high school and meet the challenges that society is bringing to it, is to organize functional units of subject matters that have distinctly social values, to cut across subject matter fields, if need be, and bring worthwhile materials to the support of these units.

To bring this about it seems to me that a central unifying agency is needed. There has been an immense amount of course-of-study development and curriculum work going on in our secondary schools in the last few years particularly, but there has not been any agency that has made itself felt as the situation warrants in the direction of bringing material of this type, the functional type, the unit type, to the high schools of any considerable area, other than that which has been launched by this Association through its Commission on Unit Courses and Curricula. To my way of thinking there is a great opportunity in this Association, the greatest ever open to this Association, through its Commission on Unit Courses and Curricula, with such additional support as it can hope to get, in the dissemination of material to the high schools of this whole North Central area. There needs to be a closer contact between the experimenters in this field and the teachers who are to use this material. It would seem to me that we need to set aside a few schools where the experimentation can receive studied attention.

COLLEGE ENTRANCE

The problem of a revision of the policies of higher institutions so as to permit of the admission of students on the basis of credits earned in the tenth, eleventh, and twelfth grades was discussed by Mr. W. E. Tower of the Administrative Staff of the Chicago schools and a member of the Executive Committee of the Association.

Mr. Tower: In Chicago, as in many other cities, the course of study and the programs of pupils in the ninth grade of the junior high school differ in many respects from that found in the ninth grade in the senior high schools. For example, in junior high schools in the ninth grade in Chicago, pupils in college preparatory courses take five subjects that may be considered preparation for college entrance; namely, English, mathematics, foreign language, general science, and social studies. Some of these subjects come five times a week, some four, and general science, which is taken throughout the seventh, eighth, and ninth grades, is on a halftime basis. In consequence, pupils coming to the tenth grade from the junior high school often claim five units of preparation toward college entrance requirements, and the question arises—since but four units may be given—Which of the five shall be omitted? In studying actual practice, we find different combinations of these units in reporting credits for college entrance. If science is to be used, should eighth grade science be considered as part of the unit in this subject? In mathematics, should the generalized mathematics taught in junior high be reported as algebra? Considering these conditions, the principals of high schools feel that they should not be asked to certify work done in the junior high school any more than they are at present required to certify to subjects taken in the eighth grade in elementary school.

The North Central Association would do well to recommend anew to the admissions committees of our higher institutions the adoption of the alternative plan for admission to college that would cover the subjects taken in the tenth, eleventh, and twelfth grades in senior high schools for those pupils whose ninth grade work has been taken in junior high school, since this would assist the colleges to keep step with educational movements.

The desirability of the adoption by higher institutions of an *alternative plan* for college entrance involving the requirement of 11 or 12 units taken during the tenth, eleventh, and twelfth grades for those students coming from school systems having the 6-3-3 plan of organization, as recommended by the Commission on Higher Institutions in 1927, is clearly evident: (1) because of the problems presented to the senior high school principals in requiring them to certify to credits from another type of school, differing in program, purpose and procedures from the senior high school; (2) because of the policy of the Commission on Higher Institutions as expressed in the recommendations adopted in March, 1927, advising the adoption by higher institutions of an *alternative plan* of college entrance requirements, in which is proposed a sound educational plan of major and minor sequences in the tenth, eleventh, and twelfth grades in the subjects offered for college entrance, and (3) because of the advantages accruing to the higher institutions in securing more accurate measures of the abilities of applicants for college entrance through a greater emphasis on the work of the later years of the high school course, as contrasted with the conventional admission requirements in which emphasis is placed on subjects taken during the ninth and tenth grades.

DIFFICULTIES IN REORGANIZATION

Mr. H. G. Hotz, Secretary of the Commission on Secondary Schools, presented

a discussion of the subject, "Administrative Difficulties Imposed by the Accrediting Agencies on the Reorganized Six-Year High School."

Mr. Hotz: In my discussion I shall propose and try to defend four theses.

First, the reorganization movement has spread and continues to spread rapidly in the American high schools. Reports of the United States Office of Education¹ show that in 1922, of all secondary school pupils 23 per cent were registered in reorganized schools; in 1924 the percentage had risen to 30, in 1926 to 41, and in 1928 to 46. In 1928 the reorganized schools comprising slightly more than one-fourth of the high schools of the nation, enrolled nearly one-half of the pupils. In North Central Association territory, particularly, the reorganization movement is gaining considerably in momentum. Quoting from the Statistical Summary of our 1931-32 Annual Reports from secondary schools: "A little over 30 per cent of the schools are reorganized high schools; that is, high schools which due to a reorganization of units were no longer parts of a system having an elementary school of seven or eight years. The number of reorganized high schools has shown a constant annual increase of approximately 2 per cent."

Second, the type of reorganized high school which is now developing most rapidly is that of the undivided five and six-year high school. Again quoting from the Biennial Survey: "The most convincing increase has occurred in the case of the undivided, i.e., the five- and six-year high schools. Their number has more than doubled during the biennium 1926-28. . . . The trends indicate that the undivided school will shortly displace the junior high school as the reorganized school most frequently found."²

¹*Biennial Survey of Education in the United States, 1928-30, Chapter III, "Secondary Education,"* p. 2. U.S. Office of Education, Bulletin, 1931, No. 20.

²*Ibid.*, pp. 2-3.

Third, the standards of our Association promote and encourage the development of the segregated junior and senior high schools. The truth of this statement is, I believe, conceded by all. It is relatively easier to make out the annual reports when a school is organized as a segregated three-year senior high school than when it is organized on the traditional four-year basis, and much easier than it would be if the school were organized as an undivided five- or six- year high school. Furthermore, school systems organized with segregated junior and senior high school divisions thereby liberate their ninth grade from the formal requirements of our accrediting standards, and some of these standards we must freely admit are not well adapted to ninth grade conditions and needs. To escape the inhibitory effects of ninth-grade standardization has undoubtedly been an important factor in the organization of the segregated junior and senior high schools. My attention has recently been called to a school system which sought to liberate not only its ninth grade but also its tenth grade by organizing grades 11, 12, 13, and 14 as the accredited unit.

Fourth, the standards of the Association now seriously impede the development of the undivided five- and six- year high schools. POLICY 3 of our Association reads: "Five and six year high schools as such are not recognized by this Association, but the authorities of such schools may apply for admission to the North Central Association basing their application on the upper three or four years as the school may elect." This policy I have always regarded as an evasion that cannot be justified. It is practically impossible, at best it is exceedingly difficult, for the authorities of a school organized on the undivided six-year basis to segregate their data in such a way that an intelligent and honest report can be compiled on the upper three or four years for submission to accrediting officers. Per-

sonally, I feel that our Association should proceed to inject a certain amount of flexibility into our standards when applied to schools of this type which conduct work on the junior high school level so that these schools as a whole may be accredited.

CURRICULUM PROBLEMS

The subject, "How Can the Association Be More Effective in Its Attack on Problems of the Curriculum of the Secondary Schools?" was discussed by Mr. Will French, Associate Superintendent of Schools of Tulsa and Secretary of the Commission on Unit Courses and Curricula.

Mr. French: There is some good work being done by scattered and isolated schools, and this work ought to be made known more widely than those schools are able to make it known. If the North Central Association, through its Commission on Unit Courses and Curricula or any other agency, would start out and deliberately undertake to improve instruction in North Central schools by showing what the best schools were doing, there would be an improvement in teaching in North Central schools.

I propose that the North Central Association institute an adequate program of curriculum research and development. By "adequate," so far as I am able to see it and have time to discuss it this afternoon, I want to imply a full-time group working on this problem for the North Central Association, with some financial backing. That means that we would be committed to what is ordinarily referred to as the cooperative plan of curriculum development, as opposed to the local plan which is being followed quite largely over the country. I should be willing to support that plan. Of course, for a long time agricultural leaders argued for a national commission. That doesn't seem to be getting any place through fear of federal domination, and

it probably won't get any place. Others argue the virtues of cooperative curriculum construction without proposing any basis for cooperation.

I suggest that the North Central Association and all other accrediting agencies are in this respect the most natural and logical cooperative agencies that we now have for curriculum construction; and that it is a field which we should enter if we expect to do any service for secondary schools and colleges.

The plan in which local schools carry forward this program runs into difficulty because it lacks research facilities. The farther you go on curriculum construction the more you realize that very few schools have adequate research facilities to carry on a really comprehensive, studied program of curriculum construction. The typical North Central school has fewer than twenty teachers in it, and you know how little a twenty-teacher high school can do nowadays in the way of adequate curriculum research. Neither do they have the full-fledged scholarship demanded for that kind of program. They have subject-matter specialists but it takes an *expert* subject-matter specialist to develop a modern curriculum for secondary schools. Only through a cooperative effort is it possible to develop a program that spreads over twenty states, as does the North Central Association.

I suggest a program of research because that is, of course, necessary to enter into any program of development. I shall not touch on that matter other than to say that until we have that research, we cannot have much development that we are sure is sound in the development of a curriculum the nature of which would depend on the research and its findings. If it leads us into the place of developing suggestive units, that would not be an entire loss in my judgment.

Of course, some people argue that a group of teachers ought to make its own curriculum or that each teacher ought

to make her own, but whenever a local school goes into the business of curriculum making they pick out a few of the best teachers and have them make it. If it is to be a matter of professional growth they ought to pick out the worst teachers and have them do it because they need the growth more.

It seems to me the thing falls down there. The very thing they argue for, as a good reason for local use, they do not stand by when they start to administer their own program. If this means the development of units and circulating them, it would have to meet the argument that each teacher ought to create her own. In my judgment the choice is not between the teacher's creating her own and the North Central's doing it. The alternatives are to go on with your present planless sort of attack on the problem of the curriculum, and to give it some guidance based on research, adequate research, a cooperative plan of the North Central schools.

I am suggesting the North Central as a natural and logical agency for such a cooperative program of research, and unless the North Central does do something like that, I believe we will be left administering a group of antiquated standards subjectively attained while other organizations are going on to better and more objectively achieved standards.

The whole thing has to be approached through the curriculum because you cannot accept standards for college entrance or standards for accrediting until you know what your curriculum problems are. So I suggest research and development along the lines of the curriculum as an approach to the fundamental problems that lie at the base of all our work in the North Central Association.

MODERNIZING THE TEACHER

The topic, "What Are Some of the Difficulties or Obstacles in the Way of Securing More General Acceptance of

These Recommendations?" was discussed by Mr. L. N. McWhorter, Assistant Superintendent of Schools of Minneapolis, and Chairman of the Commission on Secondary Schools of the Association.

Mr. McWhorter: The one thing I want to point out today, as the great difficulty or obstacle to administration, I am very reluctant to mention because of the great ease with which the things I say may be misunderstood. I do not want anyone to feel that I have a lack of regard for service, a lack of recognition for the very fine things which the teaching body in the public high schools of the North Central Association represents, but it is nevertheless true that the greatest problem, not to say obstacle or difficulty, which the modern three-year or six-year high school has to face arises from the fact that a large percentage of its teachers were trained for the 8-4 plan of organization, with an entirely different point of view and an entirely different type of organization in mind.

There is no corporation with the same number of employees and spending the same amount of money that a big public school system spends that has as low a percentage of turnover as the public schools. It results in the survival, and probably the justified survival, in your senior high schools of many, many teachers who have not been able to catch the spirit of these changes in administration, in materials, in methods.

I think that perhaps our most significant problem today, the one we shall have to face in whatever reorganization of secondary education, is in this matter of training the teacher to meet these new points of view, when her training and her service and her experience have been under other points of view.

AN EXPERIMENTAL APPROACH

Mr. Wilfred Aikin, of the John Burroughs School of St. Louis, Chairman of

a Committee engaged in making an inquiry sponsored by the Progressive Education Association, reported the progress of the inquiry.

Mr. Aikin: Our committee has been at work for about a year and a half. We received about a year ago a rather ample grant from the Carnegie Foundation for the Advancement of Teaching and that has permitted some of us to give a great deal of our time to it during the last few months. We are just now in the midst of a series of conferences with colleges, seeking the counsel and advice of colleges concerning some proposals which we laid before them. They are the result of rather careful thought. They can be improved, we have no doubt, and we are seeking to accomplish that improvement.

The following statement indicates what we are driving at. "This group is setting out deliberately and carefully to bring about changes in the relation of school and college that permit of a superior type of secondary education. We are concerned with the student who plans to go to college. We are seeking to create conditions under which it will be possible to develop greater social consciousness and responsibility. We wish to be able to shape each student's course throughout school and college so that it will be best fitted to his needs, according to the mature judgment of those responsible for his guidance, and so that all of his work will have meaning and significance for him."

We propose, first, that "A small number of secondary schools be chosen to carry on experiments in secondary education." *Experiments* is here used in the more general sense of studies, investigations, of trying out this, that, or the other plan. "The number of schools will be limited so as not to be unwieldy for experimental purposes. It will include public and private schools (every member of the committee is quite insistent that the schools chosen shall represent

public schools as well as private schools), each with funds, faculty personnel and interest." That touches upon the remarks made by Mr. McWhorter, that it cannot be done unless the faculty has the point of view and the desire to do it, and also "administrative leadership adequate for the task. Only schools of highest character and excellence will be admitted to this group," but that is for the assurance of the colleges. We know that some colleges are likely to be very reluctant to grant the freedom that is asked here, and it is our purpose to assure those colleges that the experiment or the undertaking will not be in the hands of those who have not proved themselves to be capable men.

"These schools will enter into an admissions arrangement with colleges for an experimental period of five years beginning with the autumn of 1936."

A PROJECT OF THE GENERAL EDUCATION BOARD

Mr. Willard Beatty, Superintendent of Schools at Bronxville, New York, is engaged in carrying on an experimental study of the General Education Board and represented the Board at the Conference.

Mr. Beatty: I am here as a listener at this Conference because the members of the General Education Board are interested in the problem which you people have before you. I think their present attitude is that of finding out what is being done in the field of reorganization in both secondary and collegiate fields. This spring I am engaged in visiting a certain limited group of experimental schools with a view to finding out what is being done in the experimental secondary school to project new types of curricula and new methods of organization. I am visiting certain traditional schools of fine type to find out if there is any essential difference between what the experimental schools are projecting and what is being

carried forward in the more accepted field of education.

INDEPENDENCE FROM COLLEGES

Views on some of the issues were expressed by Dean C. S. Boucher, of the University of Chicago, a member of the Commission on Higher Institutions.

Dean Boucher: We are interested in the general idea of cooperating with a group of schools that are clamoring for freedom. I think many of the things that have been said about the colleges holding the club hand over the schools are not as true as perhaps they were a few years ago. The colleges are getting to be much more liberal minded in their attitude toward secondary schools, as shown recently by revisions of the entrance requirements, in some instances at least.

I realize that when the colleges are requiring specific units, as they have done so largely in the past, the only way a group of schools could get freedom would be for a group to combine and enter preliminary negotiations, such as are going on under Mr. Aikin's direction, getting the colleges to agree to extend this freedom to at least a limited group.

If any group of secondary schools such as those of the North Central Association ever wishes to declare its complete independence of colleges, it can do so at any time simply by saying what it will do, regardless of what the colleges stand for. I think the North Central Association or any other large association has the power in itself to declare its independence of the colleges at any time. Yet, when some men talk about declaring their independence of colleges, they talk about the necessity of cooperation in articulation of what the secondary school is doing and what the college is doing. There seems to be a bit of paradox in those two statements of the problem. In general, I think you will find the colleges rather liberally inclined in their judgment of anything the secondary schools may

choose to do in asserting their independence.

THE NEED FOR STUDY

A caution against acting too hastily was offered by Dr. J. D. Elliff of the University of Missouri, a former president of the Association.

Dr. Elliff: We will never get anywhere until we understand the philosophy of curriculum construction, and until we quit being protagonists, faddists, and theorists pure and simple. It seems to me that if we could set up an organization such as Dr. Judd suggested years ago, a permanent Curriculum Committee, whose whole time should be given to this problem, whose results would be sent out to the schools, we would have hundreds of our best schools instantly taking hold and using them. I doubt very seriously whether, so long as we go at it piecemeal, one single plan following another, and another, we will ever get anywhere.

We must keep in mind that our standards have worked fairly successfully under the conditions for years. They do represent the concensus of opinion of our people. While they are imperfect, we have not the scientific data available to convince the high school men and the college men that we are ready to make very many changes at present.

My opinion is that we could have an organized body, fostered by this Association, that would set up a permanent Curriculum Committee, this committee to distribute the results, with the approval of the Association, to as many schools as can use them thoroughly. In some such way I feel that we will really reach some basis of curriculum construction that people will accept.

Our curriculum studies in many cases are too inconclusive. I think you can count on the support of the Board of Inspectors for any constructive changes that look toward improvement, but for the present, at least until the theory of

secondary education is more thoroughly gone into, we are not ready to make any very great changes in our procedures. Let us go slowly, and let us go in the right direction and know that we are going in the right direction before we start.

CHANGES IN WISCONSIN

A general discussion was opened by Mr. J. T. Giles of the Wisconsin State Department of Public Instruction, First Vice-President of the Association, who considered the question of changes in the secondary schools of Wisconsin.

Mr. Giles: During the last three or four years we have had a council, a State Teacher-Training Council, in Wisconsin that is working on a philosophy of education. It encountered a very great deal of difficulty at times. At one time we thought we would have to give it up. The Council consists of about fifteen or sixteen representatives of all the teacher-training agencies in the state. There are about fifteen or sixteen members of that group and they have agreed on a statement that they have published in the January number of the *Wisconsin Journal of Education*. It is rather a revolutionary statement. I think if it were followed out it would entirely revolutionize the secondary curriculum. We are interested in that sort of thing throughout the state of Wisconsin. I am quite sure we do not feel that we are being hampered very much in our organization of the high school, of the junior and senior high school in Wisconsin by the North Central Association, but we are being hampered by college entrance requirements.

During our secondary conferences last fall we discussed the reorganization of mathematics in the high school and we came to the rather unanimous conclusion that algebra, for example, has no place in the high school curriculum.

I wrote out a statement of our conclusions from those conferences and filed it with the Committee on High School

Relations of the University of Wisconsin. The secondary school men in their department of the state association also passed unanimously a recommendation to the University asking that the requirement of mathematics be eliminated.

We are interested, of course, in this work that has been reported here, but we cannot wait for that. We are ready to proceed right now in Wisconsin with the reorganization of the secondary school curriculum.

Chairman Edmonson: Mr. Giles, may I ask you whether we are to understand that the high school principals of Wisconsin have reached a point where they would like to have the colleges put an end to the admission of students in terms of certain patterns of work and set up other measures for admission?

Mr. Giles: Yes, and we have data for that.

Chairman Edmonson: Well, why don't they see to it that the colleges make the desired change?

Mr. Giles: I think they will.

Chairman Edmonson: How?

Mr. Giles: By asking them to do it. If the high school principals in Wisconsin 100 per cent as a body ask the colleges to do this I believe they will do it.

Chairman Edmonson: The colleges in Wisconsin?

Mr. Giles: Yes.

Chairman Edmonson: Dean Boucher of the University of Chicago has intimated that the colleges quite generally would be willing to change from patterns of work to other measures if the high school principals asked them to do so.

Dean Boucher: I don't know that I am willing to go that far. I said that the colleges are more liberal-minded, in a more liberal frame of mind to consideration of that question than they have ever been before.

I should like to ask Mr. Giles a specific question on this. Do the following admission requirements interfere with your

plan? Where they say in terms of three-year units, and twelve units, they ask for a major and two minors, a major being three units and a minor being two units; or a major and two minors or four minors, meaning seven or eight units, without specifying that two of those must be mathematics and two of those must be anything else. They are simply saying that the minors and majors should be among the five orthodox distribution fields. English rather specifically, of course, and foreign language specifically, but mathematics not specifically, not specifying algebra or geometry. Any units or sequence of minors or majors in mathematics can be acceptable, the new style mathematics or the old. In social science studies the same, listing examples in social studies and accepting a general social study course of one year or two years. In the field of sciences they are not specifying physics or chemistry, but it may be general sciences. They are then saying that the other four or five may be anything that the high school accepts for a diploma.

Mr. Giles: We would leave out foreign languages.

Dean Boucher: We say it may be offered to satisfy one of the majors or minors. All we ask is that they have a major and two minors or four minors. One of them may be in foreign languages, if you choose.

Mr. Giles: That is identical with our state requirements in Wisconsin. Nobody objects to that.

Dean Boucher: That is the way it stands now at the University of Chicago. Let me add this one thought to that. I think that more and more colleges, if requested to do so, will swing into line. What I mean to say is that the Wisconsin group can force them, or the North Central Association or its Secondary School Commission could force them to do it very readily. If you don't offer these specified units, specifying foreign lan-

guages, where are we going to get our students? Our emphasis now is much more on the quality of the work the student should do for a University certificate than on any specific units.

Dr. Elliff: I think we should make a certain and clear distinction between the North Central requirements and the requirements for admission to the various universities. Our recommendations in the North Central Association proceed all the way individually. We cannot undertake to set up college entrance requirements for any institution. We can recommend and that is what we do. I have never known a school in my own state or in any other state that failed to be accredited to the North Central Association because of its curriculum. Our requirements in standards do not affect the accrediting of the school. It isn't fair for the schools to say that the North Central Association standards are hampering them in that respect.

Mr. Giles: I want to make one point that we don't seem to be getting here. The high schools do not prepare for the colleges now. The algebra taken down in the ninth or tenth grades of high school doesn't prepare for engineering in colleges. It doesn't do it. Physics doesn't prepare for anything in college. I should like to read a statement. "It is now accepted that college faculties have no moral right to determine the curriculum of the high schools. The relationships between the two groups should be co-operative rather than dictatorial. In order to further this relationship the college entrance qualifications of any pupil should, so far as possible, be determined apart from the subjects of study previously pursued by the pupil. This is now very largely possible both because of the generally recognized fact that successful high school work does not so much prepare pupils for specific college courses as it indicates an ability to do college work, and also because it has been amply de-

monstrated that pupils' courses and psychological examinations, combined with the high school marks or class ranking is the most adequate known index of the ability to succeed in college.

Mr. Reed: Let me call attention to the fact that beginning in about 1920 and every year thereafter almost down to the present time this Association has gone on record in one way or another as favoring the very freedom that Mr. Giles is advocating. It has been fighting the battle of the high school, with the idea of conservatism and bringing about an understanding. The action that Dean Boucher refers to was recommended in 1927 by this Association. It is now trying earnestly this year to get all colleges and members to move up to a plan that the Association is suggesting. I don't see why the school men of Wisconsin would have any quarrel with this Association, because it is here helping them fight their battles.

Mr. Grizzell: I should like to know from Mr. Giles just what would happen if a student from a Wisconsin high school were to apply for admission to a college in the Middle States. Those colleges are now accepting the list of accredited secondary schools in the North Central territory. Suppose he were refused admission to college in the Middle States. I assume that you have a considerable number going east for college opportunities.

Mr. Giles: I suppose they would be in trouble until they came along with us.

Mr. Franzen: Mr. Giles speaks about the school men of Wisconsin getting together to form a philosophy of education. I suppose that his development is not an American philosophy of education but the Wisconsin philosophy of education. Consequently, if his scheme should be followed out, and we should find that people were not getting help from this organization we call the North Central Association, we should simply disregard it as a community undertaking and each

state should begin to form its own philosophy of education through its proposed leaders.

As I see it, if there is anything outstanding in America at all it is a certain quality of individualism. One of our national traits seems to be to go contrary, to object, to discuss things differently, to have different points of view. Frankly, I don't expect to live to see the time when we have any consensus of opinion in regard to an American philosophy of education.

Mr. Perdue: The little high school, in attempting to prepare for college entrance those people who might want to go, finds itself doing the four orthodox things. They get right into that work. They have four or five teachers and they are all doing that work. What actually happens in the state of West Virginia is that 40 per cent of the high school graduates for the year 1930 went to college. The others went somewhere else. Last September 35 per cent went. The percentage seems to be decreasing.

It seems to me that the thing we are doing there is setting up a college entrance curriculum for everybody who doesn't need it. That is a real problem for the little high school.

A FUNCTIONAL CHANGE IN THE ASSOCIATION

President Wood of Stephens College, a member of the Executive Committee of the Association, discussed the topic, "Some Aspects of the Problem from the College Viewpoint."

President Wood: It seems to me that this Association of ours has just about spent its force as an accrediting agency. If it continues merely to stress standards that must be more or less artificial, saying to this institution "You belong," and to that, "You do not," then I think the attitude of the men from Wisconsin or Iowa or Indiana is perfectly justified. If, on the other hand, we are going to

take the position that we have now reached a milestone in the history of the organization and beyond that milestone lies a field of work that we have to do, and beyond that milestone lies a field of work that each individual who belongs to this Association has to do, then it seems to me we will begin to make educational history.

If an institution, be it a high school, college, junior high school, or university, is worthy of membership in the North Central Association of Colleges and Secondary Schools, it seems to me that that institution, having once been admitted to membership, having met those requirements, should feel that its hands are free for working constructively upon the educational problems that confront that particular institution.

I should like to see this Association committee definitely looking not to the control of the institutional procedure but to the evaluation of the institutional procedure, a vehicle that will go not only into research but also into such things as institutional experiments, institutional administration, institutional set-ups, all of those things that might have definite value for other institutions that are members of this Association.

THE SOUTHERN ASSOCIATION

Dr. Joseph R. Roemer, President of the Southern Association of Colleges and Secondary Schools, commented on some of the problems of the Southern Association.

Dr. Roemer: I have been very much interested in this discussion. I find that our problems are very similar and our attacks, I think, are very similar. I may mention two or three problems in the way of illustration of what we are trying to do. I was very much impressed by something one of the men said this afternoon—that the high schools are not suffering from college domination. I think I can say truthfully, after about ten years

of inspectorial work, that the colleges are liberal. They are just as liberal as high schools want them to be. I am absolutely certain that the university for which I worked for about twelve years did not dominate the high schools. We gave them all the liberty they wanted, and perhaps more than they needed.

We in the Southern Association are squarely up against the fact that we know we are on a guessing ground, that a great number of standards in our association are guesses, opinions, traditions. We realize that we are trying, as fast as we can, to work over into a scientific set of standards. These two or three illustrations I have given show how we are trying to get from one to the other. We are trying to move through research. Every time we change a standard we are trying to come to that new standard by a carefully planned process of study and research.

THE NEED FOR REFORMS IN LIBERAL ARTS COLLEGES

Dean Thomas E. Benner, of the University of Illinois, urged the need of educational reconstruction.

Dean Benner: If some way can be found to put as powerful an association as this on the side of reconstruction, at a time when everybody is interested in reconstruction, a tremendous value ought to result to the secondary schools and to colleges and universities.

I have had somewhat the feeling that the first problem, that the biggest problem is with the colleges and universities, and particularly with the liberal arts colleges. That is, perhaps the critical and the weakest and the most unfortunate point in the whole educational set-up at the present time. Its limit is a matter of vital concern to the secondary school which is handicapped in considering real reorganization, reconstruction of curriculum because of the habits of training in the liberal arts college. It is a handicap to the university because the people who

go on into the upper levels of university work are limited somewhat by the nature of the training that they have had in the liberal arts colleges. That training, it seems to me, has reached the point where it has become nothing but an appendage of the graduate school, with each department in the liberal arts college headed by a man whose eyes are on the graduate school, and who in laying out his program lays it out as though it were the beginning of a professional course ending in a doctor's degree, without very great partiality for the primary function of a liberal arts college, at least as we discuss them in theory.

I should be tremendously interested and very hopeful that the Association might be interested not merely in curriculum revision in secondary schools but very intensively interested in the reorganization of liberal arts colleges in order that they may be able to perform more satisfactorily their functions and at the time of reconstruction lay the groundwork for specialists in all of the many fields. When I refer to the teacher-training institutions I have in mind that even in cases of the colleges of education the teachers receive not more than 20 per cent of their training in the college of education. That 20 per cent is supposed to give them a point of view and the other 80 per cent they receive in the liberal arts college. Unless it does the thing for which the liberal arts college is supposed to stand, and for which, it seems to me, it is beginning to cease to stand, it is impossible to expect that we will have secondary school teachers who can participate in secondary school reorganization or who will be at all satisfactory in teaching.

THE PRINCIPAL'S ATTITUDE

Professor W. C. Reavis of the University of Chicago discussed the responsibilities resting on principals.

Professor Reavis: We have had a good

deal of evidence introduced here this afternoon to show that the principal is afraid to ask the colleges for what he wants. There is also a good deal of evidence to show that the principals are not affording the teachers in the secondary schools the leadership that they ought to have. The teachers are not getting what they want from the principals in the way of leadership. The fact that many of our principals enter the service without training would seem to answer one of the questions which was implied in your investigation. Of course, I understand that you were submitting that to the principals themselves and you couldn't ask it in that list, but if you were to submit the questions to another group of professional people and include that question which I have just stated, I think you would find that the principals themselves in the secondary schools are offering as great an obstacle to changes as is offered by any of the other questions which were included in your list.

I have some data from about 865 teachers from selected secondary schools here in the vicinity of Chicago which show very clearly that the teachers are not securing from the principals the help which they would like to have, either in reorganization of curriculum materials, in supervision, or in planning various types of work which they would like to undertake but which they do not undertake on account of the lack of encouragement from the principals.

COLLEGE RESPONSIBILITY

Professor C. O. Davis of the University of Michigan, Editor of the NORTH CENTRAL ASSOCIATION QUARTERLY, discussed college entrance problems.

Professor Davis: It seems to me, although the fact has been voiced here this afternoon, that the North Central Association is not dictating and the colleges are not dictating. I think that probably "dictating" is a pretty strong word. I

cannot get away from the idea that our high schools are not going to do very much in the way of development until the colleges and universities give the word inviting them to do so. They may not be timid. The high school principals may not be timid. They might not be the proper word to use here. I am quite convinced personally that the reason we haven't progressed more rapidly lies pretty largely at the doors of the colleges. I am not going to elaborate my thought any further than that.

MIDDLE STATES ASSOCIATION

Dr. E. D. Grizzell, representing the Middle States Association of Colleges and Secondary Schools, reported an action of that Association.

Dr. Grizzell: I don't know whether the president of the national association or of the regional association wants us to make public the action of that association recently. We had six states represented at that meeting. There were just six people present at the meeting, but there were six states represented, from Maine to North Carolina and Tennessee, with four regional associations represented. The unanimous opinion of that group was that there should be a nationwide study of standards for secondary schools. This is satisfactory to the president of the association and I want to transmit to the president of the North Central Association the message from that organization. The association in a communication to each president of a regional association, suggested that a person be appointed to represent this and that association, the committee to discuss the possibility of making a nation-wide study of standards for secondary schools.

A PROJECTED NATIONAL STUDY

Dr. Fred J. Kelly, specialist in higher education of the federal Office of Education, presented the problem of a nation-wide study of entrance requirements.

Dr. Kelly: You may remember that the year before last in what was then the Association of the Middle States and Maryland (it is now the Association of Middle Atlantic States) there originated a suggestion. I think it came first from President Lewis of Lafayette. That was a suggestion for a nationwide study co-operated in by representatives of six standardizing associations; and the Commissioner of Education was to be asked to bear this suggestion to the members of other standardizing associations. At your meeting a year ago you had that communication from the Commissioner and you acted upon it favorably, suggesting that a cooperative undertaking of that kind would meet your approval. It was passed upon favorably later in the spring by the Northwestern Association and by the New England Association, and in the fall by the Southern Association. That made the record of all of them, so far as those having meetings were concerned and so far as we have been able to keep track of them. I do not know yet what arrangements have been made for an association to cover California and I think Nevada and perhaps Arizona. I do not know exactly that area but I understand that it has been organized now, marking the completion of the territory of the United States in these regional standardizing associations. If you have that area I had no word. At any rate, that completed the ones that we had expected to get word from.

Last summer when we began to try to come to some definite terms as to how we should proceed in case all the standardizing associations favored it, as it seemed likely they would, of course there was then in progress the beginning of this study on revision of standards on the extensive and thoroughgoing scale that the North Central Association is being privileged to do it. I for one felt, and so did the others in the Office in Washington, that we ought not to proceed with

any kind of cooperative undertaking of the six standardizing associations until the Committee on Revisions of Standards in the North Central Association had completely formulated its program and we could be quite sure that what would be undertaken in that cooperative undertaking would not duplicate and certainly not embarrass the work of this committee of the North Central Association.

QUESTIONABLE VALUES

Mr. Willard Beatty, representing the General Education Board, discussed the question of college domination of secondary schools.

Mr. Beatty: The very questionnaire which the Chairman reported on earlier in the afternoon shows that two-fifths of the most difficult problems faced by the secondary school are encountered in attempting reorganization of relations with the colleges. The other three-fifths are in matters of personnel and in matters of dissemination of information upon the basis of which reorganization can occur. Then I think of the statements which were made from West Virginia and from Wisconsin and which might be made by other state high school supervisors, that today the curriculum of high schools throughout the United States is pretty largely dominated by the colleges in the matter of a few academic courses which must be required of all children, whether they are going to college or not, that the high school can't set up the curriculum for those who don't happen to be going to college. Which brings us to the question as to whether some of the things said earlier this afternoon with regard to the need for a pretty careful scientific examination of projects for modification in the present requirements might not apply, and whether we might not turn the tables and say to the colleges, "Before we can continue furnishing the requirements which are now set up in connection with these fifteen units and the

specific requirements of the colleges, will you please give us a bill of particulars as to wherein the two years of language and three years of mathematics and several years of sciences or history are giving you students who are any better than you would get if they hadn't had these specific subjects which are required?

The outcomes of those studies are objectively measurable and the tests for them are probably as reliable as any aptitude test now available. If some such radical departure, fundamental departure in college entrance requirements were possible, then the high schools could devote themselves to studying the needs of secondary education without being able to crawl behind the alibi of the college requirements. Undoubtedly a great many administrators don't know what is being done and don't wish to learn and are now finding themselves behind in the reorganization of secondary education.

There is need for freedom if the secondary schools are to solve the problem of what American secondary education is.

EFFECT OF PREPARATION

Dean C. R. Maxwell of the University of Wyoming expressed his opinions on the question of entrance requirements.

Dean Maxwell: At the University of Wyoming we accept anyone from an accredited high school in the state, no matter what his pattern of preparation has been. We have discovered that it makes no difference what his pattern of preparation has been. We find people who have taken four years of Latin and five years of mathematics in certain high schools in the state and yet fail to make satisfactory records in the university. We find other people who have entered with four years of commercial training, with no work in foreign languages whatever, who will make a very satisfactory record in the university. Consequently we are giving different kinds of tests, not for the purpose of admittance but for the pur-

pose of prognosis, and in that way we are sure, before the students come to the university, that some of them ought not to enter the university because their past experience has shown that the chance for failure is rather great. On the other hand, we started a campaign of encouraging those who, through the achievement tests we have been giving in high schools, show an excellent ability to overcome handicaps that they may have had through inadequate finances or encouragement in the home environment, to come to the university.

This year the failures in our freshman class in the first quarter were much less than they had been previously, owing to the fact that we had a larger group of those people that we had encouraged to come to the university, who in other years had not entered.

OBLIGATION TO YOUTH

Mr. Merle Prunty, a former President of the Association, emphasized the need for meeting our responsibilities to the boys and girls of the secondary school.

Mr. Prunty: As I have understood the purpose of the North Central Association all these years, it has been to promote a cooperative and intelligent and sympathetic relationship on the part of the high schools and the colleges. It seems to me I see evidences here today of more intelligent and more sympathetic cooperation than has ever been evinced before in our meetings.

I think we have an obligation to these boys and girls of high school age. Through a central committee, through an understanding, through a relationship, through articulation there, we must carry on into college the information and accomplishments, the special interests and aptitudes, of these boys and girls, in order that these traits may be preserved and that the colleges may build upon the decisions and the preparations which the boys and girls have made.

I think that if we could have a Central Committee on Institutional Relations, and if we then could recognize in both high schools and colleges the necessity of caring for human relations, getting some humanism, if you please, into the manner in which we carry over these boys and girls out of high school into college, and that there might be a clean-cut articulation of effort between the high school and the college, we would be able to land these boys and girls much nearer the attainment of their life purposes and their life goals than we could to set up these extraneous requirements.

PREVIOUS ACTIONS

Professor A. A. Reed, of the University of Nebraska, called attention to certain actions of the Association.

Professor Reed: I think it is desirable to refer to the discussion this morning and that has been had throughout the day. When Mr. Elliff was elected President he made the main feature of his administration an attempt to make more effective the plan of admission to colleges from senior high schools, in order to make unnecessary the matter of carrying forward the record from the junior high school and to reduce the machinery of admission.

After quite an intense struggle in this Association (some of you may remember it), the two reports were consolidated into one and it stands now as the recommendation of the Association. That is that there be first a temporary, transitional plan, which is that if the colleges admit students from senior high schools they do it on the basis of those students meeting their requirements without having the junior high school work specified. I might add that 80 per cent of all the colleges reported to the committee from the Higher Commission that they would accept that recommendation. Then in the final stage that there be a provision for admission on the basis of majors and

minors. Mr. Tower made a reference to a committee from the Secondary School Commission. That report will be given on Wednesday afternoon. That report will show how the colleges all over America are handling that proposition. It is to be presented to the Secondary School Commission on Wednesday afternoon.

SUMMARY OF PROPOSALS

Chairman Edmonson: Mr. Rosenlof, Mr. Deam, and I have prepared a series of proposals for the consideration of the members of this conference. In these proposals we have attempted to summarize some of the recommendations that have been made by those who have taken part in the discussion. Our report follows.

1. The Committee of the Conference recommends that an annual conference be arranged by the Executive Committee on a day prior to the opening of the 1933 meeting of the Association for a discussion of the larger problems of the Association and to develop a more thoroughly integrated program. It is suggested that the attendance of this Conference be limited to the past president of the Association, the Executive Committee, the secretaries of the commissions, the chairman of the several state committees, the Chairmen of selected committees of the three commissions and the fraternal delegates of other regional standardizing agencies and national educational agencies. It would seem desirable that this Conference be restricted to less than fifty persons.

2. We recommend that the Commission on Unit Courses and Curricula make definite plans for the study of the following proposals: *a.* To promote a plan for distributing information about such studies as the Modern Language Inquiry, the Science yearbook recently reported by the National Society for the Study of Education and such other comprehensive studies under way such as those in the fields of English and social science.

b. To carry on a continuous investigation to discover outstanding practices in curriculum revision to appraise and evaluate in a larger degree to the membership of this Association.

3. We commend the studies made by the Commission on Unit Courses and Curricula. The Conference further recommends that the Commission continue its researches for the purpose of working out new matter to illustrate the kinds of material that should be used in revising curricula.

4. We recommend an annual joint session of the Commission on Unit Courses and Curricula and the Commission on Secondary Schools to consider problems of mutual interest especially those relating to curriculum matters. (We suggest that at the 1933 joint session a special report be made relative to the proposal to accept a demonstration course in the sciences in lieu of the traditional laboratory courses now being offered in physics, chemistry, biology and other sciences.)

5. We recommend that the Executive Committee formulate plans to acquaint the secondary schools with the increasing degree of freedom in college entrance requirements of some higher institutions and seek to secure for the secondary schools a larger degree of flexibility in entrance requirements in all higher institutions of this Association.

6. We recommend that the Executive Committee of this Association seek an early conference with Mr. Wilford M. Aikin, Chairman of the Committee on College Entrance Requirements of the Progressive Education Association for the purpose of determining how the secondary schools and colleges of this Association may most effectively cooperate his Committee in the furtherance of its investigations.

7. We find that there is a sufficient number of common misunderstandings of the policies and programs of the Asso-

ciation to justify the Executive Committee to devote some time to the consideration of plans for removing such misunderstandings. We recommend that the Commission on Secondary Schools be requested to perfect plans whereby the several State Committees may assume a greater degree of responsibility for acquainting principals and other supervisory officers in the secondary schools of this Association with the objectives, policies and recommendations of the Association and results of investigations being carried forward. It would seem desirable that the problems of this Association be discussed at some annual Conference of the secondary school principals in each State of this region.

8. We recommend to the Commission on Secondary Schools a consideration of the growing importance of six-year high schools and propose that the Commission plan an early investigation of this type of school in order to secure proper basis for recommendations to be considered at a future meeting.

9. We recommend to the Commission on Secondary Schools that it set up new Standards or modify present Standards *only* on the basis of investigation carried on by the Association or on the basis of evidence secured by some other significant investigation.

10. We recommend that the Executive Committee consider plans for cooperating with other regional accrediting agencies or similar bodies in the development of a National Commission representing secondary schools and higher institutions which shall attempt to reformulate our philosophy of education to the end that a greater degree of integration may be secured in the program of American Education. (We commend the action of the national Department of Secondary-School Principals for recommending a restatement of the 1918 objectives of secondary education and urge that our Executive Committee confer

with the Officers of the Department relative to this proposal. We also commend the actions of the Officers of the various regional associations in urging a nationwide study of objectives, standards and programs for American secondary education.)

11. We recommend that the Executive Committee give special consideration to the forthcoming reports of the National Survey of Secondary Education and that the Executive Committee offer to cooperate with the United States Commissioner of Education in sponsoring conferences that may help to bring the results of this Survey to the attention of colleges and secondary schools.

12. We recommend that the Executive Committee make an effort to increase the effectiveness of the National Association of Officers of Accrediting Agencies and that the Executive Committee confer with the officers of that Association relative to this proposal.

13. We commend the Commission on Institutions of Higher Education for initiating its study of standards for the accrediting of higher institutions. We

recommend that the Committee in charge of this study give special consideration to the following proposals suggested by representatives of secondary schools.

a. The problem of organizing college curricula in such a way as to avoid unnecessary overlapping or duplication of the work of the secondary schools.

b. The problem of developing plans for admission to higher institutions that will give the secondary schools a large degree of freedom in matters pertaining to the curriculum of the secondary school.

c. The problem of organizing the personnel and guidance work in higher institutions so as to take into consideration the types of personnel information secured by secondary school officials in order to effect a better articulation.

14. It is the belief of the Conference that the Executive Committee should assume large responsibility for planning the program of work of the Association, for reviewing the proposals for new work submitted by committees and commissions of the Association, and for developing a greater degree of integration of the program of work of the Association.

ATTENDANCE RECORD

THE following people were in attendance at the Annual Meeting of the North Central Association held in Chicago, Illinois, March 16-18, 1932.

ARIZONA

Montgomery, E. W., Supt., Phoenix Union H.S. and Junior College, Phoenix
 Patterson, O. W., Principal, Tucson Senior High School, Tucson
 Swetman, Ralph W., President, State Teachers College, Tempe
 Walker, J. F., University of Arizona, Tucson, Arizona

ARKANSAS

Baumgartner, John, Supt. of Schools, Brinkley High School, Brinkley
 Brothers, E. O., Dean, Junior College, Little Rock
 Cook, Elmer, Principal, Senior High School, Fort Smith
 Crabaugh, Alfred J., Vice-President, Arkansas Polytechnic College, Russellville
 Eldridge, H. E., Registrar, State A. and M. College, Jonesboro
 Graham, E. E., Dean, Third District A. and M. College, Magnolia
 Horsfall, Frank, President, State A. and M. College, Fourth District, Monticello
 Hotz, H. G., Professor of Secondary Education, University of Arkansas, Fayetteville
 Hull, J. W., President, Arkansas Tech., Russellville
 Wiley, Lin Hurie, President, The College of the Ozarks, Clarksville
 Johnson, Charles D., President, Ouachita College, Arkadelphia
 Kays, V. C., President, State A. and M. College, Jonesboro
 Larson, J. A., Principal, Senior High School, Little Rock
 McAlister, H. L., President, Arkansas State Teachers College, Conway
 Newman, Autrey, Supt., Fairview School, Camden
 Owens, Morgan R., State High School Supervisor, State Department of Education, Little Rock
 Reynolds, J. H., President, Hendrix College, Conway
 Werstreet, Charles A., President, Arkansas A. and M. College, Magnolia

Whitsitt, E. L., Dean, Agricultural and Mechanical College, Jonesboro
 Womack, J. P., President, Henderson State Teachers College, Arkadelphia

COLORADO

Brown, C. C., Wheatridge Colorado High School, Wheatridge, Colorado
 Cresleman, C. L., Director of Curriculum, Public Schools, Denver
 Cross, A. C., State High School Visitor, University of Colorado, Boulder
 Engle, W. D., Vice Chancellor, University of Denver, Denver
 Essert, Paul L., Supervisor of Secondary Education, Denver Public Schools, Denver
 Gillespie, Paul C., Principal, Greeley High School, Greeley
 Ryan, Joseph A., Dean, Regis College, Denver

ILLINOIS

Abells, Harry D., Supt., Morgan Park Military Academy, Chicago
 Adams, John E., Principal, Waller High School, Chicago
 Adams, Karl L., President, Northern Illinois State Teachers College, De Kalb
 Allison, Carl W., Principal, Champaign High School, Champaign
 Allison, R. Y., Principal, Kankakee High School, Kankakee
 Ames, J. G., Chairman of Faculty, Illinois College, Jacksonville
 Anderson, J. C., President, Luther Institute, Chicago
 Armstrong, J. E., Retired Principal, Chicago School, Chicago
 Arnold, Frances M., Registrar, Francis W. Parker School, Chicago
 Bacon, Francis L., Principal, Township High School, Evanston
 Barbour, Lillian, Registrar, Ferry Hall, Lake Forest
 Baughman, W. L., Principal, Lansdowne Junior High School, E. St. Louis
 Beals, R. G., Supt., Township High School, De Kalb
 Benner, Thomas E., Dean, College of Education, University of Illinois, Urbana
 Benson, Fred A., Principal, Orion Community High School, Orion
 Berolzheimer, Beulah, Dean of Literature and Arts, Crane Junior College, Chicago

- Biester, Fred L., Supt., Glenbard Township High School, Glen Ellyn
- Bixler, Roy W., Registrar, University of Chicago, Chicago
- Blair, L. L., High School Supervisor, Office of Supt. of Public Instruction, Springfield
- Blanc, Agnes, Teacher, Crane Junior College, Chicago
- Blue, James E., Principal, Rockford Senior High School, Rockford
- Boucher, C. S., Dean of the College, University of Chicago, Chicago
- Boyer, E. L., Principal, Bloom Township High School, Chicago Heights
- Brewer, J. H., Principal, Peoria High School, Peoria
- Britt, Albert, President, Knox College, Galesburg
- Brothers, C. A., Principal, Dwight Township High School, Dwight
- Brown, H. A., President, Illinois State Normal University, Normal
- Brown, V. I., Principal, Township High School, Arlington Heights
- Browne, G. Arthur, Dean of Boys, Community High School, Lincoln
- Bufford, Vergil, Supt., Community High School, Granite City
- Carman, George N., Director, Lewis Institute, Chicago
- Cassaretto, Frank P., Instructor, Loyola University, Chicago
- Cherf, John F., Rector, St. Procopius College Academy, Lisle
- Church, H. V., Principal, Morton High School, Cicero
- Clarke, C. L., Professor of Education, Lewis Institute, Chicago
- Clarke, William F., Dean, College of Law, De Paul University, Chicago
- Cleland, J. S., Dean, Monmouth College, Monmouth
- Clement, J. A., Professor of Education, University of Illinois, Urbana
- Clemons, Howard H., Graduate Student, University of Chicago, Chicago
- Clevenger, Arthur W., High School Visitor, University of Illinois, Urbana
- Cobb, T. H., Supt., Urbana Public Schools, Urbana
- Collins, G. R., Supt., Community High School, Tuscola
- Condit, C. C., Principal, Township High School, Rantoul
- Corbell, Oscar M., Principal, Township High School, Centralia
- Corcoran, (Rev.) Francis V., De Paul University, Chicago
- Cordell, R. V., Principal, Canton High School, Canton
- Coultrap, H. M., Supt., Community High School, Geneva
- Crakes, C. R., Principal, Senior High School, Moline
- Cramer, William F., Secretary of Admissions, University of Chicago, Chicago
- Cutter, William D., Secretary, Council on Education, American Medical Association, Chicago
- Curtes, (Brother) M. S., Principal, Leo High School, Chicago
- Daly, Edward S., Vice-Principal, Leo High School, Chicago
- Darnall, James D., Supt., Township High School, Geneseo
- Davidson, William J., President, Illinois Wesleyan University, Bloomington
- Davis, Edward, Science Instructor, Onarga Military School, Onarga
- Davy, Mary E., University School for Girls, Chicago
- Dawson, L. O., Supt., United Township High School, East Moline
- Deam, Thomas M., Asst. Supt., Township High School and Junior College, Joliet
- Diehl, Jacob, President, Carthage College, Carthage
- Dodd, Albert G., Educational Director, Morgan Park Military Academy, Chicago
- Dutton, Charlotte R., Chairman of English Department, Calumet High School, Chicago
- Dyones, Emock C., Registrar, Wheaton College, Wheaton
- Eades, Roscoe, Principal, Sterling Township High School, Sterling
- C. B. Eavey, Chairman, Dept. of Education, Wheaton College, Wheaton
- Egan, Howard E., Dean, De Paul, Chicago
- Egan, Thomas, Dean, Loyola University, Chicago
- English, William F., Vice-President, Rockford College, Rockford
- Evans, Albert W., Principal, Tilden Technical High School, Chicago
- Eversull, Frank L., Principal, Senior High School, East St. Louis
- Faulkner, Elizabeth, Principal, Faulkner School for Girls, Chicago
- Finnegan, W. A., Principal, Loyola Academy, Chicago
- Fitzgerald, James A., Professor of Education, Loyola University, Chicago
- Foulkes, Thomas R., Asst. Principal, Maine Township High School, Des Plaines
- Gaffney, Matthew Page, Supt., New Trier Township High School, Winnetka

- Goble, W. L., Principal, Elgin High School, Elgin
- Goodier, W. A., Principal, Bloomington High School, Bloomington
- Goreham, W. J., Principal, Township High School, Sidell
- Gossard, A. P., Supt., Marseilles High School, Marseilles
- Graham, V. Blanche, Principal, Naperville High School, Naperville
- Greger, Bernice I., Teacher, Calumet High School, Chicago
- Griffin, Alice J., Personnel Director, Crane Junior College, Chicago
- Hadden, S. B., Principal, Urbana High School, Urbana
- Hagen, H. H., Principal, Crane Technical High School, Chicago
- Haggard, W. W., Supt., Township High School and Junior College, Joliet
- Hamilton, C. F., Principal, Community High School, St. Joseph
- Hamilton, Frederic R., President, Bradley College, Peoria
- Hancox, H. E., Director, Central Y. M. C. A. College of Arts and Sciences, Chicago
- Hancock, John L., Dean, Crane Junior College, Chicago
- Hanna, John Calvin, State Supervisor of High School, Office of the Supt. of Public Instruction, Springfield
- Hansen, Herbert C., Principal, Austin Evening High School, Chicago
- Hansen, Earl H., Principal, Rock Island High School, Rock Island
- Harmon, Cameron, President, McKendree College, Lebanon
- Harris, William, Supt., Public Schools, Decatur
- Harrod, Samuel G., Dean, Eureka College, Eureka
- Hatton, Rev. Theodore J., Registrar, Mt. Carmel High School, Chicago
- Hauneun, Elizabeth C., Head, English Department, Francis W. Parker School, Chicago
- Heald, H. T., Assistant to Dean, Armour Institute of Technology, Chicago
- Hibbard, Addison, Dean, College of Liberal Arts, Northwestern University, Evanston
- Hobson, Cloy S., Principal, Genoa Township High School, Genoa
- Hodapp, A. P., Dept. of Social Science, Loyola University, Chicago
- Holgate, Thomas F., Northwestern University, Evanston
- Hollinger, Albert L., Principal, Spalding Institute, Peoria
- Hood, F. C., Asst. High School Visitor, University of Illinois, Urbana
- Hughes, J. W., Principal, Lincoln Senior and Junior High School, E. St. Louis
- Jones, Col. Haydee E., Asst. Supt., Morgan Park Military Academy, Chicago
- Judd, Charles H., Director, School of Education, University of Chicago, Chicago
- Julius, Brother, Librarian, St. Mel High School, Chicago
- Kelley, Robert M., President, Loyola University, Chicago
- Kiekhofner, Luella, Modern Languages, College Preparatory School, Chicago
- Kleiner, Joseph L., Registrar, De Paul University, Chicago
- Klein, Harvey L., Principal, De Paul University Loop High School, Chicago
- Zapffe, Fred C., Secretary, Association American Medical Colleges, Chicago
- Lawrence, Brother, Principal, De La Salle, Institute, Chicago
- Lehman, Ruth, Graduate Student, University of Chicago, Chicago
- Lehman, T., President, Elmhurst College, Elmhurst
- Leist, Mary G., Teacher, Calumet High School, Chicago
- Lesemann, Louis F. W., President, Chicago Training School, Chicago
- Letts, George L., Principal, York Community High School, Elmhurst
- Liquori, Brother, Principal, St. Mel High School, Chicago
- Lindsey, R. V., Principal, Community High School, Pekin
- Lockhart, A. V., Principal, Thornton-Fractional Township High School, Calumet City
- Looker, E. E. Student, University of Chicago, Evanston
- Loomis, Hiram B., Principal, Hyde Park High School, Chicago
- Losty, James A., Dean, College of Commerce, De Paul University, Chicago
- Lowe, Howard A., Instructor in Education, Northwestern University, Evanston
- Lunak, Charles J., Asst. Supt. of Schools, Chicago
- McClain, C. S., Dean, Olivet College, Olivet
- McClelland, Clarence P., President, Mac Murray College for Women, Jacksonville
- McCoy, D. W., Principal, Springfield High School, Springfield
- McCredie, Emma M., Commercial Teacher, Lindblom High School, Chicago
- McDaniel, M. R., Supt., Oak Park and River Forest Township High School, Oak Park
- McHugh, Daniel J., Treasurer and Regent, De Paul University, Chicago

- McPheeters, William E., Dean, Lake Forest College, Lake Forest
- McVey, William E., Supt., Thornton Township High School and Junior College, Harvey
- Maddox, William A., President, Rockford College, Rockford
- Main, George O., Principal, Williamsville High School, Williamsville
- Maximus, Brother, Principal, Holy Trinity High School, Chicago
- May, E. O., Supt., Township High School, Robinson
- Mayer, Anthony, Assistant Principal, Weber High School, Chicago
- Melody, Genevieve, Principal, Calumet High School, Chicago
- Melton, C. E., Principal, Walnut High School, Walnut
- Melton, Monroe, Principal, Community High School, Normal
- Miller, E. G., Supt., Wethersfield Schools, Kewanee
- Moore, B. C., Principal, Eureka High School, Eureka
- Moore, H. M., President, Lake Forest High School, Lake Forest
- Morgan, W. P., President, Western Illinois State Teachers College, Macomb
- Morse, Frank L., Principal, Harrison Technical High School, Chicago
- Mother Margaret Reilly, Principal, Convent of the Sacred Heart, Lake Forest
- Mother M. Loyola, Principal, Academy of Notre Dame, Belleville
- Mother Mary Dolores, Superior, Villa de Chantal High School, Rock Island
- Moyer, E. L., Principal, Galesburg High School, Galesburg
- Murphy, William M., Dean of Instruction, De Paul University, Chicago
- Nalbach, S. N., Principal, Clark Senior High School, E. St. Louis
- Nichols, Fred C., Principal, Feitshans High School, Springfield
- Norton, A. C., 1468 W. Decatur St., Decatur
- Novotny, Joseph J., Teacher and Dean, Tuley High School, Chicago
- O'Connell, Daniel, Loyola University, Chicago
- O'Hara, Jay L., Dean of the College, James Millikin University, Decatur
- Ohlson, Algate, President, North Park College, Chicago
- O'Neill, Walter T., Principal, Mt. Carmel High School, Chicago
- Osborn, L. W., Principal, Rock Junior High School, East St. Louis
- Pence, Charles Edgar, Principal, Harvard School for Boys, Chicago
- Penn, John C., Dean of Engineering, Armour Institute of Technology, Chicago
- Perrine, Charles H., Principal, Medill High School, Chicago
- Podoll, D. A., Principal, Western Illinois State Teachers College Academy, Macomb
- Potter, George M., President, Shurtleff College, Alton
- Powers, E. W., Principal, Community High School, Watseka
- Price, C. B., Principal, Blue Island Community High School, Blue Island
- Probasco, Abbie, Principal, Jennings Seminary, Aurora
- Quinn, John F., Principal, St. Ignatius High School, Chicago
- Rea, A. A., Principal, West High School, Aurora
- Roberts, M. F., Principal, Community High School, Wheaton
- Robertson, R. M., Principal, Rock Falls Township High School, Rock Falls
- Rice, Noman L., Associate Dean, School of the Art Institute, Chicago
- Rudens, Samuel P., Educational Director, Jewish Peoples Institute, Chicago
- Sandwich, Richard L., Supt., Deerfield-Shields Township High School, Highland Park
- Suaman, (Rev.) Arthur N., Prefect of Studies, Mount Carmel High School, Chicago
- Sayre, R. C., Principal, Senior High School, Decatur
- Schell, Edward R., Dean, Wheaton College Academy, Wheaton
- Schobinger, Elsie, Principal, Harvard School for Boys, Chicago
- Selters, George R., Supt., Macomb Public Schools, Macomb
- Shodoan, W. P., Supt., Illinois Military School, Aledo
- Shryock, President, Southern Illinois Normal University, Carbondale
- Singleton, Elizabeth, Headmistress, The Girls Latin School of Chicago, Chicago
- Sister Angela Marie, English Teacher, Aquinas High School, Chicago
- Sister Ann Frances, Teacher, Mt. St. Mary's Academy, St. Charles
- Sister Arnoldine, Dean, Mallinckrodt College, Wilmette
- Sister Carita, Principal, Marywood School for Girls, Evanston
- Sister Cecilia Himebaugh, Principal, St. Scholastica High School, Chicago
- Sister Dorothy Marie, Teacher of English, St. Xavier Academy, Chicago
- Sister Grace Alma, Instructor in English, Mt. St. Mary's Academy, St. Charles

- Sister Irma, Dean, St. Xavier College for Women, Chicago
- Sister Jane Marie, Principal, Mt. St. Mary's Academy, St. Charles
- Sister Jean Raymonds, Mathematics Teacher, Aquinas High School, Chicago
- Sister Josephis, Principal, The Mallinckrodt High School, Wilmette
- Sister Loretta Marie, Aquinas High School, Chicago
- Sister M. Alberto, Principal, Visitation High School, Chicago
- Sister M. Aloysia, Teacher, St. Scholastica High School, Chicago
- Sister M. Ambrose, Principal, Loretto High School, Chicago
- Sister M. Andrew, Supt., Mt. St. Mary's Academy, St. Charles
- Sister M. Angeline, Aquinas High School, Chicago
- Sister M. Antonia, Professor of Education, Mundelein College, Chicago
- Sister M. Aquilla, Teacher of English, Holy Family Academy, Chicago
- Sister M. Archangela, Supt., Alvernia High School, Chicago
- Sister M. Benedict, Principal, Trinity High School, Bloomington
- Sister M. Bernadine, Teacher, Madonna High School, Aurora
- Sister M. Blanche, Teacher of English, Mercy High School, Chicago
- Sister M. Borromeo, Aquinas High School, Chicago
- Sister M. Camilla, Modern Languages, College of St. Francis, Joliet
- Sister M. Confirma, Principal, Madonna High School, Aurora
- Sister M. De Chantal, Teacher, College of Saint Francis, Joliet
- Sister M. deLellis, Principal, Aquinas High School, Chicago
- Sister M. Delphine, Visitation High School, Chicago
- Sister M. Edmund, Teacher of History, College of St. Francis, Joliet
- Sister M. Elizabeth, Teacher, Academy of Our Lady, Chicago
- Sister M. Elizabeth, Principal, Alvernia High School, Chicago
- Sister M. Euphemia, Teacher of Latin, Holy Family Academy, Chicago
- Sister M. Evarista, Instructor, St. Mary's High School, Chicago
- Sister M. Fanstina, Directress of Normal School, St. Francis Convent, Joliet
- Sister M. Fidelissima, Teacher of Latin, Good Counsel High School, Chicago
- Sister M. Genevieve, Instructor in Science, Mt. St. Mary's Academy, St. Charles
- Sister M. Jerome, Teacher of Languages, Aquinas High School, Chicago
- Sister M. Joan, Supervisor, Chicago
- Sister M. Laurian, Teacher, Trinity High School, River Forest
- Sister M. Loyola, Head of English Department, St. Xavier College, Chicago
- Sister M. St. Theala, Teacher of History, Immaculata High School, Chicago
- Sister M. Thomas, Supervisor of Elementary Schools, Chicago
- Sister M. Vitalia, Teacher, Holy Family Academy, Chicago
- Sister Marie, Principal, Villa de Chantal, Rock Island
- Sister Marie Daniel, Principal, St. Thomas the Apostle, High School, Chicago
- Sister Mary, Instructor of Art, Rosary College, River Forest
- Sister Mary Alexia, Principal, Bishop Muldoon High School, Rockford
- Sister Mary Adrian, Teacher, Mercy High School, Chicago
- Sister Mary Agnita, Principal, Mercy High School, Chicago
- Sister Mary Albensia, Teacher of English, Mother of Good Counsel High School, Chicago
- Sister Mary Alureda, Science Teacher, Loretto High School, Chicago
- Sister Mary Amabilis, Teacher, Holy Family Academy, Chicago
- Sister Mary Angela, Principal, Good Counsel High School, Chicago
- Sister Mary Augustus, Teacher, Modern Languages, The Immaculata High School, Chicago
- Sister Mary Bertha, Teacher of Biology, Mercy High School, Chicago
- Sister Mary Berilla, Principal, St. Mary's High School, Chicago
- Sister Mary Bethel, Teacher of Commerce, The Immaculata High School, Chicago
- Sister Mary Bonventura, Librarian, St. Mary's High School, Chicago
- Sister Mary Camillus, Principal, Trinity High School, River Forest
- Sister Mary Concepta, Teacher of English, St. Patrick Academy, Des Plaines
- Sister Mary Conceptia, Teacher, Holy Family Academy, Chicago
- Sister Mary Charity, Principal, Aquinas High School, Freeport
- Sister Mary Consuela, Principal, The Immaculata High School, Chicago

- Sister Mary Damitilla, Teacher, Mercy High School, Chicago
- Sister Mary Ellen, Teacher of English, Aquinas High School, Chicago
- Sister Mary Emerentia, Teacher of Latin, St. Mary's High School, Chicago
- Sister Mary Evangela Hawthorne, Dean, Mundelein College, Chicago
- Sister Mary Evelyn, Dean, Rosary College, River Forest
- Sister Mary Francis, Chemistry Instructor, Holy Family Academy, Chicago
- Sister Mary Francis, Chemistry Instructor, Holy Family Academy, Chicago
- Sister Mary Geraldine, Principal, Providence High School, Chicago
- Sister Mary Irene, Principal, St. Patrick Academy, Des Plaines
- Sister Mary Immacula, Art Teacher, The Immaculata High School, Chicago
- Sister Mary James, Principal, Academy of Our Lady, Chicago
- Sister Mary Justitia Coffey, President, Mundelein College, Chicago
- Sister Mary Juvenalia, Teacher of French, Good Counsel High School, Chicago
- Sister Mary Kathleen, Teacher of French, Academy of Our Lady, Chicago
- Sister Mary Lilliosa, Head of English Department, Holy Family Academy, Chicago
- Sister Mary Liquori, Principal, Holy Family Academy, Chicago
- Sister Mary Luke, Principal, St. Xavier Academy, Chicago
- Sister Mary Medarda, Teacher, Holy Family Academy, Chicago
- Sister Mary Noreen, Principal, 7200 Merrill Avenue, Chicago
- Sister Mary Peter, Teacher of Mathematics, Aquinas High School, Chicago
- Sister Mary Roberta, Principal, Loretto Academy, Chicago
- Sister Mary Ruth, President, Rosary College, River Forest
- Sister Mary St. Charles, Teacher of Mathematics, The Immaculata High School, Chicago
- Sister Mary Sanctoslaus, Teacher, Good Counsel High School, Chicago
- Sister Mary Simplicita, Science Teacher, Good Counsel High School, Chicago
- Sister Mary Zygmunt, Teacher of History, Good Counsel High School, Chicago
- Sister Michael James, History, Aquinas High School, Chicago
- Sister Rose Geralda, Aquinas High School, Chicago
- Sister St. Philomene, Instructor, Mary Wood School, Evanston
- Sleight, George N., Head of the Education Department, Lake Forest College, Lake Forest
- Smith, Erman S., Supt. of Schools, Barrington
- Smith, Gerard T., Principal, Starrett School for Girls, Chicago
- Smith, J. H., Supt. of Schools, West High School, Aurora
- Smith, James M., Supt., Lockport Township High School, Lockport
- Spelman, Walter B., Dean, Morton Junior College, Cicero
- Stahl, F. W., Bowen High School, Chicago
- Starzynski, Mitchell, Principal, Weber High School, Chicago
- Steele, M. E., Supt., Mendota Schools, Mendota
- Steele, Roy F., Supt. of Schools, Milford
- Steen, Thomas W., President, Broadview College, La Grange
- Stouffer, K. J., Principal, Elgin Academy, Elgin
- Street, Charles L., Headmaster, St. Alban's School, Sycamore
- Taylor, E. H., Head of Mathematics Department, Eastern Illinois State Teachers College, Charleston
- Terry, Clyde R., President, Illinois Military School, Abingdon
- Thrasher, Harry M., State High School Supervisor, Office of the Superintendent of Public Instruction, Springfield
- Tower, Willis E., Supt. of Senior High Schools, Chicago
- Towns, O. A., Principal, Reddick Community High School, Reddick
- Tremain, Eloise R., Principal, Ferry Hall, Lake Forest
- H. D. Trimble, Assistant High School Visitor, University of Illinois, Urbana
- Tyler, Grace C., Principal, Riverside-Brookfield Township High School, Riverside
- Uhland, Maude, Associate Professor of English, State Teachers College, DeKalb
- Van Cleve, Charles F., Dean of the College, Lyons Township Junior College, La Grange
- Vanderhorst, A., President, Lincoln College, Lincoln
- Wacaser, Emery E., Principal, Boone-McHenry High School, Capron
- Wacaser, Emmett E., Principal, Community High School, Leland
- Wakeley, John E., Principal, Danville High School, Danville
- Wald, Arthur, Dean, Augustana College, Rock Island
- Walker, E. T., Education, Lewis Institute, Chicago
- Wallgren, A. Samuel, Dean, North Park College Academy, Chicago

- Walters, O. V., Principal, East High School, Aurora
- Webb, L. W., School of Education, Northwestern University, Evanston
- Wezeman, Fred H., Principal, Chicago Christian High School, Chicago
- Whitten, C. W., Manager, Illinois High School Athletic Association, Chicago
- Wilcox, F. C., President, Frances Shimer Junior College, Mt. Carroll
- Wilkins, L. W., School of Education, Northwestern University, Evanston
- Willard, C. C., Principal, Phillips High School, Chicago
- Willett, G. W., Supt. and Principal, Lyons Township High School and Junior College, La Grange
- Wilmot, Harry L., Dean, La Salle-Peru Township High School and Junior College, La Salle
- Wilson, William P., Asst. Principal, Schurz Evening High School, Chicago
- Wing, O. V., Principal, Central Y. M. C. A. Day High School, Chicago
- Winter, O., Principal, Lake View High School, Chicago
- Woellner, Robert, Asst. Professor, University of Chicago, Chicago
- Word, George A., Professor of History, Lake Forest College, Lake Forest
- Works, George A., Professor of Education, University of Chicago, Chicago
- Wright, Wilbur H., Principal, Austin High School, Chicago
- Young, O. O., Supt. of Schools, Galesburg
- Freeman, L. J. C., Principal, Crawfordsville High School, Crawfordsville
- French, John M., Principal, La Porte High School, La Porte
- Fribley, E. F., Principal, Auburn High School, Auburn
- Grubb, L. C., Principal, Whiting High School, Whiting
- Harter, Mildred, Director of Auditoriums, Gary Public Schools, Gary
- Hertzler, Silas, Registrar, Goshen College, Goshen
- Hillis, C. C., Principal, Elwood High School, Elwood
- Holdman, John W., Principal, Elkhart High School, Elkhart
- Holl, Carl W., Dean, Manchester College, North Manchester
- Hunt, Frederick L., Chairman of Faculty, Culver Military Academy, Culver
- Jessee, H. M., Principal, Valparaiso High School, Valparaiso
- Johnson, Earl A., Principal, Burris Laboratory School, Ball State Teachers College, Muncie
- Jones, J. W., Dean of the Faculty, Indiana State Teachers College, Terre Haute
- Kendall, George V., Dean, Wabash College, Crawfordsville
- Kreinbender, O. C., President, Valparaiso University, Valparaiso
- Kroencke, T. W., Dean of the College of Liberal Arts, Valparaiso University, Valparaiso
- Kuhn, Ray, Superintendent of Schools, Plymouth City Schools, Plymouth
- Lutz, Charles D., Principal, Horace Mann School, Gary
- McCowan, J. S., Principal, Central Senior High School, South Bend
- McComb, E. H. Kemper, Principal, Emmerich Manual Training High School, Indianapolis
- Macy, C. B., Superintendent, Breman High School, Breman
- Mel, H. G., Principal, Riley High School, South Bend
- Michael, L. E., Superintendent, High School, Clinton
- Miltner, Charles C., Dean, College of Liberal Arts, University of Notre Dame, Notre Dame
- Moore, H. E., Assistant Director of Elementary and High School Inspection, Department of Public Instruction, Indianapolis
- Morgan, D. T., Principal, Technical High School, Indianapolis
- Murray, C. L., Director of School Inspection, Department of Public Instruction, Indianapolis
- Moyer, Ralph, Dean of the College, Ball State Teachers College, Muncie

INDIANA

- Bender, Harold Stouffer, Dean, Goshen College, Goshen
- Blanchard, William M., Dean, College of Liberal Arts, De Pauw University, Greencastle
- Borden, W. W., Superintendent of Schools, Whiting
- Buck, George, Principal, Shortridge High School, Indianapolis
- Coons, Charles S., Principal, Froebel High School, Gary
- Cox, Baird F., Principal, Senior High School, Logansport
- Darnall, M. C., Superintendent, Public Schools, Crawfordsville
- Elder, Harry E., Director of Teacher Training, State Department of Public Instruction, Indianapolis
- Feik, Roy William, Principal, Washington School, East Chicago
- Franzen, Carl G. F., Professor of Secondary Education, Indiana University, Bloomington

Parker, Albert George, Jr., President, Hanover College, Hanover
 Pittenger, Lemuel A., President, Ball State Teachers College, Muncie
 Prentice, Donald B., President, Rose Polytechnic Institute, Terre Haute
 Putnam, J. W., Vice-president and Dean, Butler University, Indianapolis
 Ramsey, E. E., Head, Department of Education, State Teachers College, Terre Haute
 Scribner, A. F., Registrar, Valparaiso University, Valparaiso
 Sedenius, C. A., Head, Department of Education and Psychology, Valparaiso University, Valparaiso
 Shannon, J. R., Professor of Education, Indiana State Teachers College, Terre Haute
 Torbet, Charles E., Dean of the College, Evansville College, Evansville
 Sister Eugenia, Dean, St. Mary-of-the-Woods College, St. Mary-of-the-Woods
 Sister Francis Joseph, Supervisor of Schools, St. Mary-of-the-Woods College, St. Mary-of-the-Woods
 Sister Irma, President, St. Mary's College, Notre Dame
 Sister Margaret Marie, Principal, St. Mary's Academy, Notre Dame
 Smith, Gale, Superintendent of Schools, Rensselaer
 Smith, H. L., Dean of School of Education, Indiana University, Bloomington
 Spaulding, E. A., Principal, Emerson High School, Gary
 Spohn, A. L., Principal, Hammond High School, Hammond
 Sellers, C. J., Principal, Graham High School, Rushville
 Stantz, Guy, Principal, Gerstmeyer Technical High School, Terre Haute
 Stewart, I. Hilda, Principal, Tudor Hall School, Indianapolis
 Stuart, Milo H., Assistant Superintendent in charge of Secondary Education, Indianapolis
 Sowash, Christine, English Teacher, Crown Point High School, Crown Point
 Tatlock, V. L., Principal, Bloomington High School, Bloomington
 Wagoner, W. E., Secretary and Registrar, Ball State Teachers College, Muncie
 Wells, S. R., Principal, Roosevelt High School, East Chicago
 Winger, Otho, President, Manchester College, North Manchester
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MONTANA

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NEBRASKA

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